

Educational Supplement

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The Cockcroft report on maths teaching - a special summary pages 12-15.

Profile



Peter Newsam: one of the great persuaders

Peter Newsam is noted for his low-key approach to potentially explosive situations. Last week he was the one who delivered the bombshell, then sat back and quietly defused the clamour as usual by explaining why it was the most natural thing in the world for him to swap the top job at ILEA for an even spikier bed of nails running the Commission for Racial Equality.

What sort of news was it for Newsam himself when the Home Office note came, before the Select Committee aimed its wild but punchy attack on the way the CRE is run under its current chairman, former Conservative MP David Lane? Anybody who has reached the top of his profession early may wonder where to go next, and the rare chance of change and challenge in the early 50s is not lightly to be passed up. In any case, it is completely a piece with his career for Newsam to seize it. He has always been used to making his mark within five years and moving on.

of teachers, parents and governors. He says simply himself that he thinks he has achieved as much as possible and doesn't have "a lot to offer" in the main area still to be dealt with in ILEA, the reorganization of 16 to 19 education. This was on his list for action when he took over in 1977, and he admits has taken time to come to the top of the agenda. "But I think we've got it right. We have had a major system in a state of reorganization - going mixed, or ending selection, or amalgamating. When the present round is finished our schools should be secure as institutions until the end of the eighties and ready to think about territories. How much major surgery can you expect to carry out at once without sending the body into institutional shock? You could go tertiary in a weekend and it would be disastrous. If we had tried to change

Patricia Rowan looks at the career of the next chairman of the Commission for Racial Equality

size and shape and structure all at once the whole comprehensive system might have been at risk." Some critics (who he will hear more of in his next job) complain that the multi-ethnic inspectorate hasn't moved far or fast enough either. Again, he expounds his softly, softly philosophy: "If you want a multi-ethnic society, you have got to watch the speed of things. That is how you carry big pieces along and don't hit rocks, particularly in London, with its fairly volatile groups of people. You must try to carry them with you, not thump them. There's been a whole list of failed plans in London over the past 15 years - the Coin Street development, for example - that foundered because they were too big, too soon."

important and uphill jobs in education. Everyone who encountered him just after a visit to New York in 1976 recalls the fervour with which he passed on the lessons of racial conflict there. "I wrote a report for the policy committee," he recalls now, "invoking Tacitus. It was about New York, but it was really about London. The parallels were drawn." For the past six months of the rock-straw five years as ILEA education officer, of course, he has been working with the lieutenant, the Ken Livingstone administration, led by Bryn Davies and Frances Morrell, neither of them experienced in running education. It has meant less time on education policy, more on legal advice. "But people learn fast, if they're thrown in."

And so to the CRE, where he will be the front man, reconciling and reflecting the views of the other commissioners, instead of backroom boy. He doesn't want to say much about that before he gets there, beyond reiterating quite vehemently the view that people in top positions should do the things that only they can do before starting to talk about anything else. "They must take the things that the law enjoins on them. They've got to get that right, because nobody else can."

After a few hostile rumblings, in appointment has been warmly welcomed at the CRE end, along with his reasonable comment that he is there to change white attitudes. Though few white men are in the black groups in the present state of race relations, he is respected in his ability to take things on board in inflammatory discussions without rising to anyone's bait or losing his temper. Taking a fair amount of stick at one Lambeth meeting to discuss the interim Rampton Report on West Indian underachievement, he stayed cool and won genuine admiration from one black leader saying "You're not a politician, but you sure act like one."

One of his former colleagues, Ted Peter Newsam "one of the great persuaders." Now we shall see whether that will help him to get out another of the impossible jobs

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Incompetent teachers on secret blacklists

Names of incompetent teachers are being put on secret blacklists, a TES investigation has revealed. Numbers on the lists kept by chief education officers vary from 20 to 40 in some medium-sized authorities and more than 70 in large cities. Some authorities have been drawing up these lists for two years, and all but a handful of teachers on the lists in these areas have been weeded out of the profession. Education officers confirmed that teacher unions were on the whole cooperative in wanting to help incompetent teachers out of the profession. A number of head teachers interviewed this week admitted that they used "devious and unethical" methods to push out the most troublesome teachers without going through the lengthy official procedures. These methods include making life unbearable for the teacher by giving him or her an unpleasant timetable; shaming the teacher in front of colleagues or governors by drawing attention to poor exam results; and threatening constant supervision in the guise of "concern and support".



Walking safe during repairs at school

Maths pay plan rejected by unions

Teacher unions were united this week in condemning the proposal that maths teachers should be paid more than teachers of other subjects - a key recommendation in the Cockcroft report on school mathematics. However, the report, which is summarized in detail on pages 12-15, received widespread praise for its constructive criticism and wide-ranging approach to a difficult area. Mr Fred Jarvis, general secretary of the National Union of Teachers, welcomed the committee's findings, but said the suggestion that maths teachers should be paid more was "divisive and unworkable in schools". Mr Nigel de Gruchy, assistant general secretary of the National Association of Schoolmasters/Union of Women Teachers, said a vast amount of money would be needed to attract people from industry. "What mathematician is going to want to leave his warm office and nice, quiet computer to go and teach maths to 5Z in a dockside comprehensive on a wet Friday afternoon?"

Both the Assistant Masters and Mistresses' Association, and the Secondary Heads Association also rejected the proposal for differential payments to maths teachers. Like other unions, they supported the committee's proposal to do away with the current exemption of newly qualified maths graduates from taking initial teacher training. All the unions also welcomed the report for its stress on the need for extra resources, its pinpointing of the unrealistic expectations of parents and employers, and its detailed approach to how maths should be examined.

The 5,000-strong Association of Teachers of Mathematics welcomed in principle the report, which, it said, provided a fair reference point for development. But the association said it was surprised that there was no recommendation for an inquiry into what constitutes effective in-service facilities for maths teachers. "We commend the section on the new 16-plus examination to the attention of the joint councils of the GCE and CSE boards as offering a principled approach to establishing national criteria for mathematics," it said.

Launching his report in London, Dr William Cockcroft stressed the need to teach mathematics as a practical subject, "a measuring, counting tool". The most important step to be taken was to recognize that pupils had different abilities and to introduce a differentiated curriculum to cope with this, he said. Change was necessary in all quarters, but a start should be made in teacher training and within the examination boards. "The clerk's minutes will be totally useless and anodyne". "The major item is the head teacher's report. This usually controls the actions of the governors and is as important for what it conceals as for what it reveals. "You will learn to read between the lines... you will notice the reluctances of most governors to question the head's judgment." "Do not hesitate to so question."

The Times Educational Supplement. We apologise to our readers for the inconvenience caused by delays in the distribution of The Times Educational Supplement resulting from the dispute between British Rail and Aslef, the train drivers' union.

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Flying squad plan mooted

A "flying squad" of teachers which could take out into schools and tackle the problem of disruptive pupils is being considered by Dudley education authority in the West Midlands. A working party of officers and head teachers made the suggestion, and said the teachers would have experience of tackling disruptive pupils and use the school's own facilities to work with these pupils. Other suggestions include setting up isolation units which could take pupils who have been suspended from their own schools. These would have a low ratio of staff to pupils and could take youngsters for short periods. The working party, which consisted of two head teachers, an assistant education officer and a peripatetic education psychologist, visited several areas of the country before drawing up its reports.

Fury over governors' guide

Guidelines to new Labour school governors in a Lancashire district have infuriated local head teachers. The guidelines instruct governors to learn to read between the lines of head teachers' reports. The new governors are also told by Ormskirk and Aughton Labour Parties that they should set up a Labour caucus meeting before governors' meetings and should appoint someone to keep their own minutes. "The clerk's minutes will be totally useless and anodyne". "The major item is the head teacher's report. This usually controls the actions of the governors and is as important for what it conceals as for what it reveals. "You will learn to read between the lines... you will notice the reluctances of most governors to question the head's judgment." "Do not hesitate to so question."

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Personal column

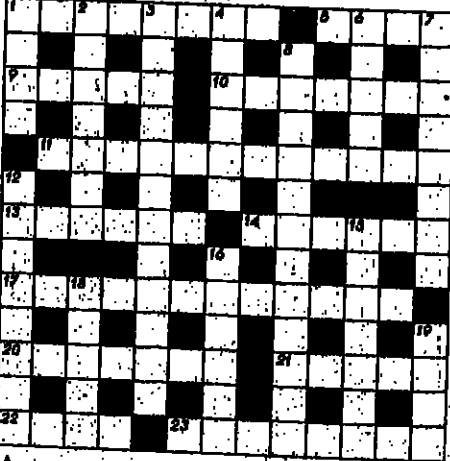
Ted Wragg Inertia on view

Stand by studio for rehearsal. Thirty seconds everybody to captions and Nationwide signature tune. Camera one, can you pull in a bit closer on David Dimbleby. Camera two, pull back a bit from Sir Keith. David, can you hear me? Do you think you could get Sir Keith to scratch his nose or twitch or something? The camera two shot looks a little bit like a still photograph. Roll captions and Nationwide signature tune and cue David. Roger, while David is doing his introduction, can you check that everyone is ready in the Bradford studio? Make sure the headmaster is on camera three and the parent on camera four. Jenny, check that telecine are ready with the three-minute film of the primary school moved to the aircraft hanger because no one can afford to repair their set. This is all true, by the way, it is not another of our BBC April Fool pieces. I'll take your word for it, only I don't fancy being transferred to Janktonary. Stand by Bradford for the first question to Sir Keith. Move in camera two ready for Sir Keith's answer. That was a good question. Roger, I didn't realize some schools were having to get states out again because they had no money for paper. Can you hear me? When he eventually stops, can you ask Sir Keith what on earth he means. I don't understand a single word of his answer. Thank goodness this is only a rehearsal. Jenny, pop down to Barbara Woodhouse to come and blow up his nose or something before the actual programme. David, can you try not to yawn when you're off camera. You might be picking up the sound of Sir Keith

Next week

audience is getting restless, tell them a few jokes or something, we'll get back to you as soon as Sir Keith stops answering the first question. Telecine, stand by, the next time Sir Keith mentions education, just run the film, we'll pull the main plug in the studio and tell him there's a power failure. David, can you get him off why we should spend money on missiles rather than education, it's getting boring. If the Ministry of Defence is as accurate as aiming the damn things as the DES is about forecasting teacher numbers they'll probably all boom back and land on Sidcup anyway. Roger, stand by, he's on to his bit about Britain's trading base, he might just mention education, get ready with the plug, now. Quick, run the film. Bradford, we'll take your second question straight after the film. What do you mean the audience has all gone home, get them back. Well, rustle up some passers-by, tell them it's Top of the Pops, just get some bodies into those seats. David, I know he's still talking in the darkness, but we're running the film at the moment. We can't take another question from Bradford, he's gone home. David, come back. Look, you can't go home now. Take your coat off and sit down man, you can't just leave in the middle of the rehearsal. Roger, what are we going to do? Yes, but if we all walk out and leave Sir Keith, he'll be on Ghidzand, they're due here, dog racing from Deptford? He'd still be describing the finishing line. Yes, yes, OK, I agree. We'll broadcast the rehearsal tonight and just hope nobody notices.

TES Crossword No. 34



- Across: 1 I'm off food and water! (6) 2 Sweet to tortoisism (4) 3 Not qualified to speak (5) 4 A first-former? (7) 5 Ladies-in-waiting? (12) 6 Proceed to answer (8) 7 Set out and consumed what was left? (6) 8 A great deal of population misery (12) 9 Permittion to start? (2-3) 10 The sequence of command (5) 11 Looks both ways (4) 12 Leave with catapaults to get birds (8) 13 Set out and consumed what was left? (6) 14 A great deal of population misery (12) 15 Quarrel that can be relatively bitter (4)

by Rufus

- 2 What Luther refused to do about a religious treatise (7) 3 The main thing they produce (pleasant or wild) (5-7) 4 Capobardie (6) 5 Frequently denied (9) 6 Just the chap for planning (10) 7 Because a member of the club (6) 8 Newspaper containing new-chaps (10) 9 For ake captain (7) 10 The artist's studio room (6) 11 Saw notice on line (9) 12 His victim (6) 13

Spin cycle

Mathematics: where less means better

The simple message of the Cockcroft report on the teaching of mathematics (pages 12-15) is that too much maths in secondary schools is not only difficult for the majority of children, but entirely irrelevant to their future jobs and adult lives.



Dr William Cockcroft: vice-chancellor of the new University of Ulster

By attempting too much, we are increasing children's sense of failure and insecurity about maths, and subjecting them to inappropriate teaching and assessments.

Since this message is unambiguously set out and powerfully argued, there is a slim chance that this is one education report that could have a significant and speedy effect.

There is still just time for the report to jolt the designers of the maths component of the common exam at 16-plus off their present course which - so members of the Cockcroft committee implied this week - threatens to leave us with the present defects and distortions of the secondary maths curriculum redoubled in spaces.

The committee's somewhat astonished finding that, in general, employers had few complaints about the mathematical skills of their young employees, and their discovery of the high level of mathematical terror and incompetence among the general public, should allow teachers and policy makers to relax after the traumas of the great debates, and take the report on its merits.

There is wholehearted backing for the line taken by Her Majesty's Inspectors in the primary and secondary surveys that mathematical competence is quite different from skill at school arithmetic, and that too much emphasis on the second will inhibit the first.

So what should be done? In schools - particularly at junior and lower secondary levels - the report provides clear benchmarks for discussion about curriculum content and teaching methods. The committee's list of "foundation" topics and skills that virtually all children should manage is an excellent practical starting point.

The statement of six components of good maths teaching is equally valuable - particularly when so many schools (both junior and

foundations at all levels of ability. It gives every child a chance of succeeding at an appropriate level, and leaving school with some achievement and confidence in maths.

It also makes a clear call for development work on graded, criterion-referenced tests without interfering with the established exam system. If successful, these could be extended and come to influence 16-plus examining techniques. This work should be set in hand urgently, to prevent the spread of the inappropriate tests of "the basics" which both schools and employers have recently been introducing for school leavers.

Diverging the course of the 16-plus at this late stage will demand a major effort of will from all the agencies involved - exam boards, universities and teachers. But the Cockcroft message about the effects of the proposed criteria is too serious to ignore, and the effort must be made.

The key problem remains how to deal with the shortage of qualified maths teachers. This is now so critical that the idea of extra pay increments for experienced maths teachers should be pushed through the predictable opposition. It may be that the extra £500 or so proposed by the committee is not enough; it will not be at all easy to devise a workable scheme; but it is worth trying, if only to give public recognition to the importance of maths teaching.

The recommendation for a major increase in in-service training for mathematics should also be acted upon speedily. Cockcroft convincingly argues for a complete rethink of mathematics teaching. It can only happen if teachers are given expert help and time off to work on it.

In general the Cockcroft committee have risen triumphantly to their daunting terms of reference, and provided the basis for practical improvement in maths teaching at all levels.

It is a report that everyone seriously concerned with education - in universities, in local and national politics, in schools - should buy and read. The committee have even managed to persuade HMSO to sell it at only £5.75, so there can be no excuses.

A society on which the sun never sets

When members of the Society of Education Officers met in London last week for their annual gathering at that last only Empire, the Royal Overseas League, there were remarkably few signs of strain.

The education service may be fraying at the edges; budgets may be in tatters; the national edifice may be crumbling - but the SEO, under the benign guidance of John Linson as president and George Cook as secretary, shrugged off the minor inconvenience of a national rail strike to welcome Keith Joseph and Lord Scarman as their speakers.

At all events, Sir Keith came armed with a text which he then read with extreme dexterity. From time to time he would hold it between two fingers at arm's length.

On the whole, however, he went down pretty well - a great deal better than Rhodes Boyson a year earlier as guest of Sir SEO dinner. As at the North of England Conference he was at his best answering questions. He's good at giving an answer - stopping rather than rambling on when a politician puts his foot in it.

Question time also produced a minor drama when Dudley Fiske, the Manchester CEO, challenged Sir Keith with reports he had received of a leading Manchester Tory's matters relating to the revised Manchester 16-plus scheme.

Members of the SEO listened, agog, as Sir Keith explained that all he had done was take delivery of a letter by hand which he did, not with the substance of Manchester scheme, but with the propriety (which Mr Tories disputed) of making proposals appointments in anticipation of it being approved. (It is to these arcane details of dispute that relations between a great big and the DES have been reduced by the increasing readiness of authorities and individuals to dash into litigation.)

Everything turns on the word "judicial" which is meant to define the Secretary of State's responsibilities when dealing with public objections to school changes. Every Minister or Secretary of State has run into controversy on this. Lord Hallisham defined characteristic satisfaction from publicly instructing himself (and his successors) on how to execute the quasi-judicial function.

Now it is being argued that during the objection period the Secretary of State should be kept in purdah in case he encourages or discourages objections. This is not thought to be the view of the present Secretary of State or his legal advisers.

Lord Scarman's contribution was heard with close attention. Speaking simply and with conviction, he analysed the educational needs of the West Indian community and the failure of the schools to satisfy those needs.

It is true that some of the liberal humanism which infused his address might have been misinterpreted by members of the minority community as betraying a tendency towards paternalism.

But there was nothing patronising about his emphatic rejection of the idea of new, separate national schools, to reflect the religious aspirations of new minority groups. Of course, it is relatively easy for members of a majority group to conclude that minority groups - and religious minorities at that - ought to be satisfied with what is provided for the majority.

Stuart MacLure

No Comment

"Sir, I am writing for the *Sunday Times Magazine* about teachers who have colourful spare-time interests, such as fire-eating."

Protest rally in London attacks proposed changes

Manchester's CEO questions Sir Keith over secret meeting

by Sarah Bayliss and Hilary Wince

Hundreds of Manchester parents rallied in London this week to protest against revised school reorganization proposals. The rally came as the battle over the education of the city's 16 to 19-year-olds escalated and a bitter row erupted over the position of the Education Secretary between the opposing parties.

Protesters have been angered by the appointment by Manchester last week of shadow heads to the schools and colleges, which will come into existence next autumn if the reorganization proposals are approved. (See People, page 10.)

Mr Donald Moore, Conservative spokesman on Manchester's education committee, met Sir Keith Joseph, the Education Secretary, on Monday January 18 in Conservative Central Office to hand him a letter questioning the legality of making such appointments in advance of Sir Keith's decision on the reorganization plan.

But at the Society of Education Officers' annual conference in London last week, Mr Dudley Fiske, Manchester's chief education officer, sharply questioned Sir Keith about the meeting.

Mr Fiske said he had asked for a meeting with the Education Secretary in December to explain the latest proposals for the secondary reorganization.

However, the Minister had refused to see him and other officers on the grounds that the two-month period for written objections was in progress. Given his "quasi judicial role" he would not be seeing delegations from Manchester until after February 8 - the end of the objection period.

Nevertheless, Mr Fiske understood that Sir Keith had met "a person who has said he is opposed to the city's plans" that person had subsequently spoken to the press in Manchester saying he had seen Sir Keith

"with all the implications that that has".

Sir Keith said he had met a Manchester councillor in Central Office, but he spoke only of the legality of Manchester appointing new head-teachers.

A spokesman for the Department of Education and Science said that the Secretary of State was not precluded from seeing deputations and representatives about reorganization schemes either during or after the formal objection period.

The legality of Manchester's action in employing shadow heads was under consideration. The local authority had defended the appointments saying they are conditional and that it has a duty to plan for reorganization in an orderly manner.

But Mr Donald Moore accused the council of pre-empting the plan. He said he would be raising the question of increased salary payments now



Donald Moore . . . secret meeting with Sir Keith

being paid out to the shadow heads with Sir Keith.

Mr Gerrard Carey, chairman of the Campaign for the Retention of 11 to 18 Schools in Manchester (CREEM), which organized this week's London protest, said parents were due to meet Dr Rhodes Boyson, the junior education minister, as well as hold a meeting with local MPs at the House of Commons and hand a letter to Downing Street. A meeting with Sir Keith has been arranged for next Monday.

Still hard for girls to be mechanics

Schoolgirls who want to become mechanics and engineers are still being dissuaded by their teachers, careers officers and employers, according to a report by the Equal Opportunities Commission.

The girls are instead being directed into traditional female occupations such as clerks and shop assistants, with low pay and poor promotion prospects.

Dr Yves Bennett and Dawn Carter of Huddersfield Polytechnic claim they came across girls being pushed into jobs in which they had never shown interest simply because they were traditionally held by women.

The researchers interviewed 26 girls who were leaving school at 16, ambitious and with reasonable qualifications.

Nine cases are documented in the pamphlet. Marie, for example, was "particularly fortunate" in getting good advice from her careers teacher and passed a selection test with a local employer, where she wanted a plant fitting job. But the personnel manager warned her she would be teased on the shop floor and gave her a store-keeping apprenticeship.

"Sideracked? A look at the careers advice given to fifth form girls, by Yves Bennett and Dawn Carter. Available free from the Equal Opportunities Commission, Overseas House, Quay Street, Manchester M3 3HN.

Education chief opposes ILEA extra £1m

by Biddy Passmore

Spare teachers in London's schools are costing the Inner London Education Authority an extra £1m this year.

One hundred and four surplus teachers due for redeployment have been allowed to spend an extra year in their old job on full pay, under a new rule introduced by the authority's left-wing leaders.

The extra cost of keeping them in post is one of the chief factors in the authority's £3m-£4m over-riding, which caused a sudden clampdown in last week. Heads of schools and colleges received a letter telling them to stop all non-essential expenditure on items like books and supply teachers because the authority had overspent.

The authority's policy was severely criticized this week by the head of a large London comprehensive, who has five surplus teachers on his staff as a result of the rule. To leave extra teachers in post while cutting supply teachers because the budget was out of control was "eccentric management," he said.

Members of the ILEA this week received advice from Sir Frank Layfield QC, the leading expert on local authority finance, about the "reasonableness" of the budget they are preparing.

Sir Frank's advice, which has gone to all education sub-committees, says that the ILEA has a duty to endeavour to "maintain a reasonable balance between the benefits flowing from the provision of local authority services and the burden placed on the ratepayer."

A decision based only on prior political commitment, such as a manifesto, was likely to be held unlawful if challenged in a court, he said. In the present economic climate a court would expect a local authority to budget for spending reductions wherever practicable, and there would need to be weighty reasons if it had not done so.

A court would accept that the authority might need to take into account "urgent contemporary problems" when setting its budget. In that respect youth unemployment and the Scarman Report were significant.

At the end of Sir Frank's advice the authority's chief legal officer says he believes a budget of £790m maintaining existing provision still had "a good chance of being defensible".

Libyan deal step nearer

Secret negotiations to bring 1,500 Libyan students to Britain over the next five years reached their final stages this week.

If the deal goes ahead it will be the culmination of three-year talks involving Nottinghamshire County Council, Ingersoll Engineering Projects - a Rug-

by-based consultancy firm which is responsible for organizing the course - and the Libyan government.

The students, who will study English, engineering and management, will attend the I.S.A.'s Eaton Hall International College near Reirford.

Comment

If only the best is good enough

How can the quality of teaching in the schools be improved? This is - and ought to be - a continuing concern of all who care about the education service, from the Secretary of State upwards to the most experienced practitioner in the classroom. On pages 21 to 24 we carry a sequence of articles on different aspects of this topic.

There is no simple or sovereign method of guaranteeing nothing but the best: only an unrelenting quest for better initial training and better staff development, including the conscientious exercise of the managerial functions which encourage excellence and head off incompetence.

It is, of course, the question of heading off incompetencies which has hit the headlines with Sir Keith Joseph's North of England remarks about getting rid of "ineffective" teachers. Since he spoke at Leeds, he has been busily trying to disentangle this need for quality control from the larger, less discriminating questions of redundancy. The furor which his words aroused simply underlines the sensitive nature of this topic.

So long as weeding out the incompetent is to be presented as a matter of imposing penal sanctions, even the great majority of conscientious and successful teachers will lose professional rank against the Secretary of State or anyone else who wants tougher measures. It is

quite clearly only going to be the extreme cases which are going to be dealt with in this way.

To make progress on a broader front - which most members of the profession would certainly welcome - requires a much more sensitive approach to the personnel management function of the schools and colleges.

This has been made no easier by the employment protection legislation which would interpret as "constructive dismissal" the kind of fatherly advice to look elsewhere which a head might once have offered a junior member of staff who lacked the essential qualities of a good teacher.

Of course, some of Sir Keith's ineffective teachers fall within the age groups for whom premature retirement is an option. A sense of weariness, the desire to get out from under the burden of an increasingly stressful routine, has undoubtedly caused many teachers in their fifties, who had lost their edge, to retire.

Since April 1979, nearly 20,000 have left the schools and further education colleges, under these arrangements. Only about a third of these have, strictly speaking, been redundancies. The rest have been allowed to go "in the interests of the efficient exercise of the employers' functions".

Some of these, at least, must represent teachers whose effectiveness might have been disputed by zealous exponents of the Joseph doctrine: it is fair to say that they could never have been removed by a frontal assault, but premature retirement on civilized terms has allowed them to ease their way out to mutual benefit.

None of this, however, meets the needs of the younger age groups where there are also men and women whose professional lives are as unsatisfactory to themselves as they are to the colleagues who suffer the side-effects of their ineffectiveness. They, too, need to be

offered a dignified way out which includes some financial help.

If this were available it would be reasonable to expect a more positive approach to identifying and meeting the needs of less effective teachers everywhere. If, that is, the necessary in-service training were available and the finance were provided to make staff development a high priority. Without this, it is just talk.

Don's handshakes

In the end, the Government has grudgingly accepted a rational scheme of redundancy payments for the universities. Why it took so long can only be explained by a perverse determination to do nothing which might conceivably indicate good will towards the universities, and damage ministers' reputations as authentic philantines. Provision for some such arrangements as these should have been made from the start, instead of persisting for so long in the pretence that the cuts could be made in the time available without paying a fair price.

Of course, these payments are now only being offered because university teachers have strong legal claims to compensation. But these rights will not be extinguished by the new scheme; it will still be open to professors and lecturers to sue for breach of contract, if they think they can do better in the courts.

Where does this leave staff in advanced further education, now faced with even more severe cuts than the universities? Their legal position is much weaker. It will be interesting to see what sort of a deal they can get from the local authorities, bearing in mind the realities of a situation in which, without the cooperation of the colleges, there is little prospect of carrying through the programme of cuts which the Government had decreed.

Stuart MacLure



Six women candidates will compete next week for a plum job as equal opportunities advisor under an education director who does not want one. She is Miss Gwen Riekus, Britain's only woman director of education.

Miss Riekus - pictured above - told *The TES* this week that she had tried to get out of taking any part in the selection process. But the Brent education committee has persuaded her that she must attend the interviews.

"I asked to be excused and we have had discussions and they have asked me to attend" she said.

Miss Riekus believes that, whatever the merits of having an equal opportunities advisor, the appointment is untimely when cuts are being made and existing jobs may turn out to be at risk. "I have to take a managerial view, which is that we should not be seen to be making additional appointments," she said.

Miss Riekus is joined in her opposition by the trade unions. Hattie Reith, president of Brent NUT believes the new post, a purely advisory one, will be useless at a time when the authority has no money to make changes to its system.

"Brent already has about a dozen education advisers, surely their work includes promoting equal opportunities," she said.

In protest letters to leading councillors, Bright Nalgo has hinted there may be a deliberate lack of co-operation with the new post.

Education chairman Bryan Stark has strongly defended the council's actions saying they have a clear commitment to equal opportunities and the removal of sex discrimination. Profile of the school page 9

Spare staff costing ILEA extra £1m

by Biddy Passmore

Spare teachers in London's schools are costing the Inner London Education Authority an extra £1m this year.

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The extra cost of keeping them in post is one of the chief factors in the authority's £3m-£4m over-riding, which caused a sudden clampdown in last week. Heads of schools and colleges received a letter telling them to stop all non-essential expenditure on items like books and supply teachers because the authority had overspent.

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"reasonableness" of the budget they are preparing.

Sir Frank's advice, which has gone to all education sub-committees, says that the ILEA has a duty to endeavour to "maintain a reasonable balance between the benefits flowing from the provision of local authority services and the burden placed on the ratepayer."

A decision based only on prior political commitment, such as a manifesto, was likely to be held unlawful if challenged in a court, he said. In the present economic climate a court would expect a local authority to budget for spending reductions wherever practicable, and there would need to be weighty reasons if it had not done so.

A court would accept that the authority might need to take into account "urgent contemporary problems" when setting its budget. In that respect youth unemployment and the Scarman Report were significant.

At the end of Sir Frank's advice the authority's chief legal officer says he believes a budget of £790m maintaining existing provision still had "a good chance of being defensible".

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Platform

In Spring of last year Richard Dierenfield, a visiting professor of education from Minnesota, conducted a survey of heads and teachers in this country on the subject of classroom disruption. Their views about violence towards teachers, class size, corporal punishment, effective and ineffective teaching, are even more relevant today.

All you need know about disruption

Teachers and heads in comprehensive schools look upon classroom disruption as a serious problem but believe it can be handled by emphasizing several standard procedures available to every school.

1. Its extent;
2. Whether it is becoming less or more serious or remaining stable;
3. The most serious types of pupil misbehaviour;
4. The causes of disruptive behaviour;
5. The factor influencing control of disruptive behaviour;
6. Suggestions to reduce disruptive behaviour;

Before reporting survey results for these specific areas of concern, an interesting phenomenon should be noted. While there were some variations among subgroups of respondents, there was a surprising unanimity of feeling regarding most aspects of disruptive behaviour. Some diversity was expected based on such factors as length of teaching experience, size of school, position in school, subject taught, community size and sex of teacher. Differences were noticeable, but the level of accord was far greater than the extent of conflict.

The most important reactions to each topic listed were as follows:

*875 questionnaires were mailed out of which 465 replies were received. The percentage of response was 53.1 per cent, not quite enough to warrant inference to the general universe of "mixed", all through comprehensive schools, but adequate to provide a picture of the situation in many schools in all parts of the country.

Of the respondents, 69.1% were classroom teachers; 13.7% heads; 13.5% deputy heads; 8% other.

Question: "How would you assess the extent of classroom disruption in comprehensive schools?"

Not really a problem 7.7%
Only a mild difficulty 19.3%
A problem but one with which it is possible to cope 67.8%
A severe situation 3.6%
Totally out of control 0.0%

The great majority of respondents believe classroom disruption is a troublesome issue in comprehensive schools but one which can be controlled. The general tone reflected concern, but by no means despair.

Question: "In what direction do you believe classroom disruption has been moving during your experience in comprehensive schools?"

Becoming less severe 8.7%
Remaining about the same 49.3%
Becoming more severe 40.4%

It is obvious that nearly all those polled do not believe classroom disruption is decreasing. Nearly as many feel that it is becoming more of a problem as think it is remaining stable.

Question: "Please rate the following types of troublesome pupil behaviour according to their effect on reasonable order." (Use: Serious, Moderate, Slight, No Problem) Only "Serious" will be noted here because of space limitations.

Inappropriate talking 7.1%
Other inattention 11.9%
Impertinence 4.9%
Abusive talk to teacher 21.9%
Abusive talk to others pupils 11.6%
Physical violence to others pupils 19.7%
Physical violence to teacher 23.6%
Making inappropriate noises 4.3%
Aggressive behaviour among pupils 13.1%
Hyperactivity 4.9%

None of the types listed in the question appear to constitute a serious problem to those participating in the survey. Neither did any additional categories of misbehaviour suggested by respondents. It appears that while teachers and heads

seem concerned about discipline problems in general, they are unwilling or unable to be specific about them.

Question: "Rate the following causes of disruptive behaviour in comprehensive schools." (Use: Important, Moderate, Slight, Not a Cause) Only "Important" will be noted.

Peer pressure 35.6%
Lack of interest in subject 30.7%
Inability to do classwork 21.9%
Revolt against adult authority 20.8%
General disinterest in school 30.5%
Unsettled home environment 49.6%
Dislike of teacher 12.7%
Use of drugs 4.9%
Lack of self-esteem 15.7%
Pupil psychological or emotional instability 29.4%

From all the possible causes suggested in the question, no single one was identified by a large majority as a primary reason for disruptive behaviour. Only one, "Unsettled home environment," came close to receiving the support of even half of those who replied as "important." When "important" and "moderate" were combined, however, most of the cause categories were considered to be influential by most respondents.

Question: "Please rate the following factors as to their influence in controlling disruptive pupil behaviour." (Use: very important, moderately important, of slight importance, of no importance.) Only "very important" will be noted here.

Positive teacher personality 89.7%
Effective teaching method 87.6%
Strict disciplinary methods by teacher 39.9%
Type of school population 32.8%
Pastoral care programme 40.3%
Influence of head 56.0%
Support of school by parents 68.7%
Corporal punishment 14.6%
Streaming of pupils by academic ability 16.3%
Firm support of teacher discipline measures by head 70.8%
Special classes for unusually disruptive pupils 26.8%

Expelling or suspending disruptive pupils from school 31.3%
Help from school social worker 10.5%
Reducing academic marks 2.4%
Withholding of privileges 10.7%
Parent-teacher conferences 25.3%
Appeal of subject matter to typical pupil 27.0%
Age level of pupils 19.5%
Consistent application of behaviour standards to all pupils 69.3%
Establishing and maintaining behaviour standards early on 86.3%
Treating causes of behaviour problems 66.6%

Availability of a variety of instructional patterns 34.3%
Several ideas received very solid endorsement as factors which are believed effective in controlling disruptive pupil behaviour. Nearly all teachers and heads agreed that teaching personality, sound instructional methods and early establishment and maintenance of behaviour standards are essential. Strong sanction was also given to such practices as support of the teacher by the head, cooperation of the parents, consistent application of behaviour standards and efforts to treat causes of problems. Among measures found to be much less desirable were corporal punishment, special classes for unusually disruptive pupils, suspending or expelling problem children and academic streaming.

Question: "What suggestions would you offer to reduce the problem of classroom disruption?"

While more than 100 different ideas were put forward by respondents, several were mentioned more frequently than others. In order of frequency these were:

1. Smaller class size
2. High standards of behaviour, work and discipline expected by staff and 100% effort put toward this goal
3. Ensure that the examination-dominated curriculum is relevant to all pupils
4. Raise entry standards for teaching
5. Better teacher training
6. More human, mature relationships among staff and pupils

Administrative measures such as streaming, classes for disruptive or polling problem pupils, or corporal punishment do not appear to provide the most worthwhile solutions to the dilemma. In the last analysis, the only solution which was seen as effective at which problems begin in the classroom. Well-qualified teachers, worthwhile curriculum, together with administrative and parental support can deal with all but the most severe situations. They are not, of course, easy answers, but emphasis on these matters is felt to be of crucial importance by those most immediately involved with this complex issue.

7. Force parents to be more responsible for their children's behaviour - withdraw welfare benefits if need be.
8. Replace ineffective teachers.
9. Well-planned, more relevant, and interesting lessons.
10. Lower school-leaving age.

One suggestion, "smaller class size," was by far the most popular but many others centred on teachers, instruction and the curriculum.

The most important conclusion to be drawn from the data gathered in this study is that the people most directly concerned with disruptive behaviour in comprehensive schools, the teachers and heads, are convinced that classroom discipline is a serious, but not critical, problem. The situation is believed to be either stable or growing worse. A wide diversity of opinion surfaced regarding the types of disruptive behaviour and their causes.

Substantial agreement was revealed, however, on factors which could control the problem. If school employed only high quality, well-trained teachers using effective methods, establishing behaviour standards early and receiving the support of heads and parents, discipline difficulties would be greatly reduced.

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E. J. Arnold takeover likely soon

by Carolyn O'Grady

E. J. Arnold, one of the leading educational equipment manufacturers, is likely to be taken over next month. An option on most of the shares owned by the Arnold family is reported to have been offered to a company owned by Dr. Michael Sinclair, whose main business interests are in hospital equipment. Dr. Sinclair is said to have offered £1.4m.

The effect of the takeover will be to take the company out of the hands of the Arnold family which has owned it for five generations. E. J. Arnold is a private company with most of the shares held by the Arnold family directly or in the form of trusts. It is the Arnold shares which will be acquired by a new company. The other shares are held by other directors who include Mr. Roland Smith, chairman of the board, and Mr. Clive Clague, the managing director.

Mr. Clague said this week that "the shareholding structure of the company will be changed and there will be a new ownership of that structure". He refused to comment on who the new owner would be. Mr. Martin Arnold, the elder of the two Arnold brothers, also refused to comment.

Authoritative sources say that several bids have been made for the company, some of which, it is claimed, were higher than that placed by Dr. Sinclair, but these were turned down. Other bidders included major education equipment manufacturers and suppliers and a consortium of companies.

This financial year E. J. Arnold is said to have lost more than £1m, and similar losses have been made in the last two years. Over the last few years the company has apparently overreached itself. A new, extremely modern factory was built in Leeds.

Dismissal taken to High Court

by John O'Leary

The case of Alan Corkish, the teacher dismissed from his job at a Merseyside comprehensive after leaking details of the school's corporal punishment record, is to go to the High Court next month.

Mr. Corkish, an English teacher at Litherland High School in Salford, was suspended without pay and then dismissed after leaking the details to STOPP, the anti-censoring pressure group, which then claimed the school had one of the worst corporal punishment records in the country.

Education officials have said that his dismissal had nothing to do with the leaking of the record but was based on other disciplinary charges. Mr. Corkish and three other teachers were suspended last summer.

Teachers chase dons' package

by Bidy Passmore

Teachers and further education lecturers may well be looking enviously at their colleagues in the universities this week. For the Government has given its seal of approval to a generous national scheme of compensation for teachers made redundant as a result of the present cuts in the university sector.

Nothing quite like it is likely to be forthcoming in the public sector of education. The dons have been allowed special treatment because most of them have tenure - that is, the right to a job until retirement.

The scheme, which has been only slightly modified by the Government, is put forward by the vice-chancellors' committee on the basis of a similar scheme for civil servants.

For dons under 50 it provides, in addition to their basic pension at normal retirement age, an immediate lump sum equal to about two months' pay for each year of service.

For those over 50 who are compensated under the existing premature retirement scheme, with automatic enhancement up to the maximum of 10 years. The Government turned down the vice-chancellors' plan to improve arrangements for those aged between 50 and 55 by paying them an extra lump sum and index-linking their pensions.

Universities will be free to introduce their own more generous arrangements if they wish, but they will only be reimbursed by the University Grants Committee for payments up to this level.

There are two drawbacks to the scheme. First, there will be nothing to prevent a lecturer taking a university to court for breach of contract and possibly winning much larger sums in compensation. The vice-chancellors' committee has received counsel's opinion that a lecturer of 45 on a salary of £18,500 might win as much as £200,000 if he was unable to get another job.

Second, while the Government has approved the scheme, it has not promised to make the money available. The University Grants Committee has set aside £20m this year for "restructuring" and the Government has earmarked an extra £50m next year for redundancy costs, with a similar sum expected the year after. But the universities have repeatedly said that falls far short of the amount they need.

Nevertheless, nothing quite as generous or as nationally consistent seems likely in local education authorities. School teachers, FE lecturers and local education officers made redundant under the age of 50 would all, under present arrangements, have to make do with the minimum statutory entitlement.

Age	Years of service	Salary	Compensation available		
			Immediate lump sum	Pension	Additional Lump sum at 65
30	5	£7,700	£3,210	£481	£1,444
34	7	£8,925	£9,672	£1,004	£3,012
39	14	£11,000	£21,091	£1,925	£5,775
42	17	£12,305	£29,725	£2,614	£7,844
44	19	£13,190	£36,267	£3,133	£9,398
47	22	£14,515	£47,190	£3,992	£11,975
49	24	£15,410	£55,212	£4,623	£13,869
52	27	£15,410	£11,381	£7,127	—
55	30	£15,410	£23,115	£7,705	—
59	34	£18,480	£27,720	£9,240	—

Some local education authorities have been using these schemes as a convenient way of streamlining their teaching force. Where teachers agree to retire early, employers are not obliged to pay the statutory redundancy entitlement as well as pension and lump sum. The statutory pay-off is only required where a teacher is forced to go because the post is to disappear.

However, some authorities, such as Oxfordshire, say they cannot afford the payment.

Without enhancement, a teacher aged 55 on the average teachers' salary of £8,200 with 34 years' service would receive a pension of £3,485 and a lump sum of £10,500. If he or she had served 30 years and were on a salary of £16,000, he or she could expect to get a pension of £6,000 and a lump sum of £18,000.

With the added carrot of enhancement, the teacher of £8,200 could receive pension of up to £4,100 and a lump sum of up to £14,000, while the teacher on £16,000 could get up to £8,000 and £24,000 respectively.

Local variation in the operation of these schemes was highlighted this week by the redundancy pay-off given to 60-year-old Mr. Geoffrey Lamb, one of Hampshire's deputy education officers who had stayed in the teachers' superannuation scheme. As his post was disappearing, he was entitled to both premature retirement compensation and statutory redundancy payments, which amounted in all to a lump sum of £41,000 and a pension starting at £10,250.

Local teachers protested bitterly at the pay-off, which they said was more favourable than that given to whom either cannot or will not pay the enhancement of the pension is left to agreements with individual local education authorities, many of whom either cannot or will not pay

Councillor wants 11-plus results

A Trafford councillor is considering legal action to make an education committee release details of 11-plus examination results.

A solicitor acting for Mrs. Laura Seeks, an ex-teacher and Labour council member, is writing to the Trafford authority arguing that Mrs. Seeks, as a councillor, has a legal right to the information she is demanding. Mrs. Seeks has also asked the Department of Education and Science for its ruling after the Conservative-controlled education committee refused to change its policy limiting the publication of information on the 11-plus.

"I am not asking for league tables nor do I want these details to be made available to the public," Mrs. Seeks said, "but I feel sure they have no right to refuse factual information to an elected representative".

Public spending fails to bring about equality says economist

Public spending on education has failed to bring about equality in society and in some cases may have caused greater inequality, according to a new study.

Mr. Julian Le Grand, economics lecturer at the LSE, claims that, according to 1973 figures, the top 10 per cent of the population received more than a quarter as much as the mean public expenditure on education and about half again as much as the lowest socio-economic group. This was because although the top group received slightly less state spending on primary and secondary education for pupils under 16, they received substantially more in all the other education sectors.

Top post for ILEA man

by John O'Leary

The key position in the new Committee for Local Authorities' Higher Education has gone to Mr. John Bevan, of the Inner London Education Authority, thus depriving ILEA of its second top official in a week.

Mr. Bevan - pictured above - will leave his post as director of education at ILEA at the end of April to become secretary to the new national body, its first and most senior full-time appointment. In doing so, he removes himself from the running to succeed Mr. Peter Newsam in the best paid and most prestigious job of its kind and takes a cut in salary of nearly £3,000 to £24,600.

Mr. Bevan, 46, has been at the ILEA since 1973 (THESE).

Teachers 'exceed free meal quota'

by Richard Garner

Teachers and school meals supervisors in a London borough are "constantly exceeding" the number of school meals they are entitled to, an investigation by the district auditor has revealed.

The check was instituted after statistics had shown that the staff costs per child of mid-day supervision in Haringey was nearly £4 higher than the cost within the Inner London Education Authority and £6.87p higher than in the average authority.

Mr. Tony Lenney, the council's chief education officer, said that in some schools teachers were receiving five free meals per week even if they only supervised at lunch-time on one day per week.

The auditor's report also revealed that 45 of the borough's 92 schools had more teachers and supervisors receiving free school meals than they should have under a council agreement approved in 1979. It added: "There was no evidence to show that the education committee was aware of the position."

If account is taken of the number of pupils leaving school at lunch-time, the borough is employing 125 excess supervisors and giving 309 too many free school meals every day, 184 of them to teachers.

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Children hear 'logical' side of battle with anti-vivisectionists

Scientists fight back over animal tests

by Sarah Bayliss

Scientists in the Research Defence Society are being invited into schools to counter the arguments put by pressure groups which are against experiments on animals. Dr Michael Craggs, a scientist at the Medical Research Council, said this week he had visited two schools recently where anti-vivisectionists had been handing out leaflets. At one school in Kent, a private boarding school for girls, Dr Craggs was invited to speak after pupils had refused to do dissections on dead animals in biology. There were anti-vivisection posters up in the school. "I went to put the other point of view, which is what education is all about," said Dr Craggs, who some two years ago had his garden walls daubed with paint by the Animal

Liberation Front. He said he was a scientist developing gadgets for the disabled and he had used animals to test the effects of mechanisms, similar to heart pacemakers, when they were inserted inside the body. He believed children were easily caught up in the emotional appeal of animal welfare groups and they needed the logical consequences of banning animal experiments spelled out. He did not know if dissections had resumed in biology classes at the girls' school but after his talk he received a letter saying there continued to be "interesting discussions". He refused to name the school. Dr Olga Urayov, honorary secretary of the Research Defence Society

and a veterinary surgeon by training, said she too had visited schools. The dissection of dead animals there was covered throughly by codes available from the education officer of the Institute of Biology. Both scientists were attending a one-day conference on experiments on living animals, organized by the British Association for the Advancement of Science. Dr Jenny Remfry, of the Universities Federation of Animal Welfare, told the conference that written guidelines from the Home Office on the care and accommodation of laboratory animals would be helpful. She said later that the basic textbooks on caring for live animals in school laboratories - which she had

been involved in writing - would benefit from updating. Standard figures on cage sizes and population densities could be improved in the light of new behavioural research. She was not unduly worried, however, about the care of animals in schools. "Usually the fact that teachers are surrounded by children who love animals ensures they are kept in comfort." In answer to a question, Dr J. Rankin, from the Home Office, explained that school laboratories were not covered by the same legislation as other laboratories, so they were not inspected by the Home Office. But a school could be prosecuted for being cruel to animals under the Cruelty to Animals Act 1911.

Sir Keith attacked on sixth forms

by Hilary Witce

Tertiary college heads have reacted angrily to the line taken by Sir Keith Joseph, the Education Secretary, on post-16 education. In a draft circular issued before Christmas, Sir Keith said he would not normally approve proposals which would mean the closure of schools with strong traditional sixth forms.

The Tertiary Colleges Association, which represents all 18 tertiary colleges in England and Wales, has called his attitude "a completely question-begging prescription which could be used to justify every form of resistance to change".

In comments sent to Sir Keith, the association challenges his assumption that most reorganization proposals are prompted by the need to cope with falling rolls. There are sound educational reasons why post-16 changes should be proposed, it says, pointing out that staying-on rates beyond 16 "have consistently been among the poorest in Western Europe".

The policies advocated in the draft circular could divide opposing camps on political lines, regardless of educational considerations, the association says, and it criticizes the circular for making no mention of student preferences, or the need to foster closer relationships between education and industry.

The association feels that local authorities should be free to make their own assessment of the best institutional provision for post-16. Mr Fred Jones, principal of Yeovil College and president of the association, said Sir Keith had done a U-turn in the thinking on this issue. "I, personally, find his statement almost incredible".

Further education lecturers have also objected vehemently to the circular's "narrow stipulation" about retaining schools with good sixth forms. The National Association of Teachers in Further and Higher Education says it ignores all the evidence on the high academic achievements of tertiary colleges, and places an inappropriate emphasis on single-sex provision for 16 to 19-year-olds.

"NATFHE does not consider the draft circular helpful, and views it as constituting yet another restriction on the freedom of local authorities to do what is best for all young people."

NUT urge strike over cash cuts

Leaders of the 250,000-strong National Union of Teachers are being urged to call a one-day strike and mass demonstration in London to protest at government cuts in education spending. The plea comes from the Birmingham association of the NUT which is urging all 100 councils to join in condemning the cuts. It will be considered by the union's national executive.



More home students apply for university places

by Biddy Passmore

Applications for university places from home students were 6 per cent higher than last year by the official closing date, according to the latest bulletin from the Universities Central Council on Admissions.

This is a slightly smaller increase than the earlier figures showed, as the official closing date, 23 per cent higher than last year, was moved to the belief that they would improve their chances.

But it still means a substantially higher number of applicants - 158,652 - trying for places at a time when there are likely to be 10,000 fewer on offer.

Applications from overseas are also down, however. By December 15, the official closing date, 23 per cent fewer had applied, a drop from 14,800 to 11,400.

Successful applicants who get a mandatory grant will have a hard time finding their accommodation expenses, it was revealed this week.

New pay body for officers

Education officers' pay will be negotiated in one forum from next July, officers heard last week. The first item on the agenda will be the structure of a salary scale for chief officers and their deputies. The Association of Education Officers - the trade union wing of the Society of Education Officers - welcomed the new initiative at its annual general meeting in London, held during the annual conference of the SEO.

Mr John Barnes, chief education officer for Salford, who was re-elected honorary secretary of the AEO, said the Association had been "most anxious" to get a single negotiating body set up before the next SEO conference report page 10

Ulster has best cooks

The top two school cooks in Britain both come from Northern Ireland. One, Miss Margaret Cross is 19. Her prize winning dish of courgettes de cabailaud went down rather better with the judges at Le Salon Culinare International de Londres at Hotel Olympia on Tuesday than with her customers last week.

Miss Margaret Cross - pictured above - cook/supervisor at Brownlow High School, Craigavon, County Armagh, reluctantly admitted pupils preferred the chips she served with her creation of cod in a mushroom and onion sauce.

But the competition, the first of its kind for school meals personnel, was designed to test the culinary skills of the 10 finalists and not produce a typical school meal.

At 8 am the 10 women lined up in front of stoves and worktops before an audience which included their local authority bosses and the judges. Their task was to produce a main dish for four people for 62½ pence per head in 45 minutes.

The silver medal winner was Mrs Betty James, cook/supervisor at Ivybridge comprehensive school near Plymouth.

Mrs James prepares 1,000 meals a day in contrast to Miss Cross who feeds only 200. But both try to be adventurous in their cooking.

Third prize went to the candidate from Wakefield, Yorks, Miss Karen Taylor, from Osetti comprehensive near Wakefield, produced the most elaborate dish of the final with her seafood cornucopia. In another competition Miss Janet Wilson from Dunelm Infant School, east Belfast, won the gold medal for her Bavaria Savaria, and the surprise silver medalist was the only male competitor, and the youngest, Mr David Hensley aged 16, a trainee chef from Cranley and Porter Grammar School, Halifax, got the prize for his Normandy Apple Pan.

Diane Spencer

Pensions case court threat

by Richard Garner

A test case alleging sex discrimination in the way the teachers' pension scheme operates may go before the European Court of Justice. The National Union of Teachers seeking the support of the Equal Opportunities Commission and TUC for a call to put an end to discrimination before it takes a case to court.

In a new information document published for its 250,000 members this week, the union says although teachers pay 16 per cent of their salaries towards their pension there is still a significant sex discrimination in the scheme. The NUT points out that the benefits payable to dependants according to whether the main teacher who dies is a man or a woman - although no distinction made over the actual pension or lump sum given to teachers on retirement.

For instance, if a married teacher dies before retirement, three months' salary is paid to widow and subsequently she receives a long-term pension. But if a married female teacher dies before retirement, no pension is paid to her widower unless, before her death, she has satisfied the department of Education and Science that the husband is financially dependent upon her and incapable of supporting himself.

The test case involves a couple where the woman is going out to work and the man is staying at home to look after the family. The result that the DES has said that it is not incapable of supporting himself. Mr Fred Jarvis, the general secretary of the NUT, said: "Largely because of the NUT's persistent teachers had equal pay long before most other groups of workers. It is nonsense, therefore, that this element of discrimination in the pension scheme should be retained."

Sports halls unavailable

by Bert Lodge

More than 160 secondary schools sports halls in the south-east of England are not available to the public for a conference in London was held on Wednesday.

Hard porous pitches provided by intensive use by schools are also widely available. Nor do they have floodlighting for use after school.

The information was representative of industry, commerce and trade unions attending a conference organized by the Greater London and South-East region of the Sports Council on Prospects for the Eighties.

The conference was told that sports halls had been built in school in recent years. But only 54 of these were included in schemes allowing full public use in the evenings.

Conference speakers included Mr Neil Macfarlane, Minister for Sport, Mr Denis Howell, Labour spokesman on sport, Mr Clive Lewis, general secretary of the whole-school union, ASTMS, and former international athlete Adrian Metcalfe, a swimmer Duncan Opothov.

Child studies

An international centre for child studies is to be set up in England and the public will be asked to give £2m. Its aim will be prevention of illness among children, but it will also study their environments.

Richard Garner looks at the growing concern over assaults on teachers underlined by the court case in London last week

Girls take bigger role in classroom violence

Girls are playing an increasing part in violence in schools and even assaulting their teachers, a teachers' union revealed this week. Teachers' unions are also worried that the cuts in education spending will add to disciplinary problems in the future and lead to more assaults on their members.

A TES investigation also revealed this week that one teachers' union has sanctioned industrial action in almost 200 cases during the past year to try to get unruly pupils who have assaulted their teachers excluded from schools. The National Association of Schoolmasters/Union of Women Teachers, which has 125,000 members, said the action often involved either refusing to teach a pupil or threatening that its members would withdraw from the staff room if the pupil concerned came on to the premises.

Mr Nigel de Gruchy, the union's assistant secretary, said: "In some cases, the head teacher or the authority might refuse to suspend the pupils. We have dealt with a couple of hundred cases like this during the past year. There may be more but sometimes pressure is enough without any further action being taken."

Both the NAS/UWT and the National Union of Teachers agreed that there was a shift of emphasis in recent cases of assaults on teachers - although the figures for the number of assaults remain roughly the same.

According to the NAS/UWT, the number of girls involved in assault cases has increased over the past few years. Mr de Gruchy said he felt the girls were now trying to "imitate" the boys. In one case, more than 200 girls from rival schools had fought a pitched battle with knives in a street in Tooting, South London.

The NUT said that 10 years ago there was a large number of assaults by parents on teachers, but the trend had reversed itself in recent years and now more pupils were involved. It said it dealt with about 100 cases a year, most of which went to the Criminal Injuries Compensation Board where teachers received damages ranging from a minimum of £250 to a maximum of several thousand pounds.

During the past year, the most a teacher had received from the board was £6,000, which had been an interim award in a case where a teacher had received no injuries but had subsequently suffered a nervous breakdown.

A spokesman for the NUT warned there was a danger that the number of assaults on teachers would increase if the cuts in education spending continued at their present rate.

They are inevitably leading to larger classes and will create more discipline problems," he said.

The Assistant Masters and Mistresses Association has recently introduced a new insurance scheme for its 70,000 members - which gives them extra insurance if their members are off school for more than seven days as a result of an attack.

So far two teachers have benefited from the scheme. In the first case, a teacher and a colleague were trying to shepherd pupils on to a bus after school when two fifth-form pupils refused to line up with their colleagues. One pupil then threatened the teacher saying "I'll get you for this" and later came up behind the teacher and caught his right hand with his fist. The teacher threatened to report the pupil and he was then hit in the face by a blow which caused considerable bleeding and left him with a small but permanent disfigurement to his nose.

The teacher received £500 compensation from the Criminal Injuries Compensation Board and an extra £95 from AMMA's insurance policy. He was forced to take 19 days off school after the incident. On the day of the incident, he was taken to the accident and emergency department

A teachers' union this week called for the police to be more ready to take out prosecutions in cases where teachers are assaulted on school premises.

The plea came from the National Association of Schoolmasters/Union of Women Teachers in the wake of a call by the Prime Minister, Mrs Thatcher, for more information on a report that a London magistrate criticized a teacher, said to have been assaulted by a parent, for wasting ratepayers' money in bringing the case to court.

The magistrate said the teacher, Miss Suzanne Puttock, could expect to be assaulted six or seven times in her career.

Mr Nigel de Gruchy, Assistant Secretary of the NAS/UWT, said: "Ironically, because of the magistrates' comments, there has been an upsurge in support for teachers. We may have unwittingly done us a good turn."

"In future, local education authorities and the police may be more prepared to prosecute. We are writing to the Lord Chancellor's office - and possibly the Police Federation - urging that they should be more ready to prosecute in cases of less serious attacks on teachers because of the implications for the profession."

In the case of Miss Puttock, aged 31, from Newington Green Infants'



Suzanne Puttock... 'could expect to be assaulted six or seven times in her career'

private summons against the parent of a child at her school alleging assault.

The case came to Highbury Magistrates Court last week, but was unable to proceed because the summons had not been served correctly on the parent. Now the Inner London Education Authority has asked the court for the summons to be re-issued.

Mr Brian Jones, an Inner London executive member of the NAS/UWT, said: "I was astounded by the magistrates' attitude. He actually said she could expect to be assaulted six or seven times during her career."

In the House of Commons, Mr Harry Greenwood, Tory MP for Ealing North, said of the reported remarks by the stipendiary magistrate: "This is disgraceful. The remarks should be withdrawn immediately or the whole school discipline will be undermined."

Replying, Mrs Thatcher said: "Frankly, I found it so utterly astonishing that I thought the first thing to do is to find out the facts and the Lord Chancellor's department has sent officials to seek to try and find out exactly what was said."

A spokesman for Scotland Yard said the incident had been reported to the police but the summons had not been taken out by them. However, the police were willing to give evidence if the matter came to court.

Be ready to prosecute, call to police

School in north London, she was backed by her union, the NAS/UWT, and her employers, the Inner London Education Authority, in bringing a

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Cash cuts: NUT raises spectre of 5m out of work

by Richard Garner

Britain could become a nation with an army of five million unemployed if more resources are not ploughed into education and training, says a discussion document published by the National Union of Teachers today.

The document, *Education - the fight for our children's future*, is being released in time for discussion at eight regional conferences on the cuts in education spending being held in different parts of the country tomorrow. It suggests setting up local action groups to fight the cuts.

It says: "There is now a very real danger, because of the lack of investment, the impoverishment of the education service, the closure of Industrial Training Boards and a generation of unemployed and untrained juveniles, that our nation will be incapable of responding to an upturn in the economy and its demands for new levels and kinds of technology. Unless all these elements are rapidly reversed, there will be a sharp acceleration of the present downward spiral, leading to the transformation of Britain into a poor nation of unskilled workers employed mainly in service industries or, worse, with a large five million-strong army permanently unemployed who have to be supported by a reduced workforce."

The document goes on to attack Government cuts in the cash support given to local authorities and the moves to exert more control over their spending plans. It adds: "For

education, clearly, this would remove the local freedom to determine levels of staffing and other resource provision and, in turn, lead to a considerable worsening of educational provision in many areas and to still more job losses for teachers."

Union members are urged to campaign for alternative economic strategies and press for the setting up of local action groups - including parent teacher associations and other community groups to fight the cuts.

The document concludes: "The nation is at a crossroads in which the crisis for the education service is paralleled by even worse and more harmful effects on other parts of the public sector."

"The escalating levels of money being spent on social security payments to the unemployed; the reduction in money spent on the nationalized industries, on health and education will make bad into worse."

"As has already been said, the essential contribution that education has to make to the solving of these problems and to meeting these challenges is inescapable and undeniable."

"Either education receives the resources it needs to present young people with positive alternatives and a future, or we go rapidly downhill into the kind of economic problems being faced by other countries with failing economies in which corruption and increasing violence will become the norm rather than the exception," the document says.

Greater training role wanted for employers

Employers must become more involved in developing business education courses, a recent meeting between employers and further education staff decided. But there are problems in encouraging industry-based people to take part in planning and evaluation (Hilary Wilce writes).

The conference, which brought together Confederation of British Industry representatives and Business Education Council officers, examined the need for improved employer representation at local, regional and national level in developing BEC courses.

It identified a need for a closer cooperation between the Business

Education Council and the Technician Education Council, and for the BEC to play a greater role in contributing to the further education component of the Youth Opportunities Programme.

CBI representatives pointed out employers were concerned that the standard of BEC qualifications was inconsistent, and felt more recognition should be given to the need for higher education opportunities for BEC students.

More industry-based people are needed as BEC moderators and external examiners, it was decided and publicity about BEC and TEC courses, aimed specifically at em-

ployers, should be increased.

Mr David Stanley, deputy director for corporate affairs at the CBI, said this week that BEC and TEC qualifications were not very well known among employers. There was a problem in encouraging employers to properly represent at development meetings; often they went to meetings of educationalists and not much of the discussion over their heads.

"There is a bit of work needed to get this one right," he said.

But BEC qualifications are reasonably new, "so we won't be a pair, and we won't be unduly a

Polytechnics unlikely to meet 'target' student cut

by Biddy Passmore

A cut of 5,000 in the number of students at polytechnics and colleges this autumn is planned by the DE. But the local authority associations say that such a sharp drop in opportunities is unlikely.

Confidential figures prepared by central local government officials before Christmas set out an expected drop in first year enrolments for this year's peak of 55,400 to 50,900 in 1982-83.

This would mean a fall of 5,500 new enrolments this autumn, when the number of 18-year-olds competing for places is at its peak ever. It would bring the figure for this year's sudden cut in university enrolment to an unexpected 10 per cent increase in public sector enrolment.

But spokesmen for the local authority associations said this was not what they expected if the cut would be as large as that. As with the 4,000-1982-83 target, they are expected to contract more slowly than the Government intends.

Dr Ray Rickett, chairman of the Committee of Directors of Polytechnics, pointed out that many courses in polytechnics, such as micro-electronics, were already enrolling students for this autumn.

This year, however, it will be more difficult for polytechnics and colleges to squeeze in more students and pay more lecturers than the DES wants. The amount local education authorities may reclaim from the central fund - the "pool" - to finance their higher education is to be cut by 6½ per cent between last year and next, with the sharpest percentage meted out to those spending most heavily per student.

Another spur to economies will come from the Government's halving of tuition fees, as Mrs Nancy Haxson, education committee chairman of the Association of Metropolitan Authorities, warned this week.

The reduction in the fee from £200 to £480 would hit the number of places available, she said. It would remove the current encouragement to colleges to take in qualified students because in many cases the fee brought a "profit".

They have your boots off before you have your cap off once they have opened the door to you.

A bit unexpected. After all a school, even for Muslims, is not a mosque. But then, the get-them-off-at-the-door custom in Islam has less to do with religion anyway than the practical point that shoes spend all their time down where the muck is so let's not trail it all over the house, Allah's or your own.

Welcoming you in an open, unsuspecting manner is Mr Haji Ifrikhar Ahmad, who a year ago founded the school which the London borough of Newham now threatens to close because of, among other things, the inadequacy of the premises. On roll 40 pupils and four teachers.

Mr Ahmad, fortyish with a closely-shaven head, prop-forward neck above a powerful torso and baggy cotton trousers, could be one of those Turkish wrestlers who never enters the ring without his prayer mat.

In fact, he holds a Master's degree in educational psychology from Punjab University and has taught for 13 years in London schools.

Difficult to discern in his easily-smiling diffidence is the resolution which fought the Inner London Education Authority all the way from County Hall in 1974 to the European Court of Human Rights at Strasbourg in 1981 for the right of a Muslim teacher to have an hour off for prayers on Fridays.

The education authority's response was to make him a part-timer on four and half days a week with a loss in wages of nearly £700 a year. Mr Ahmad reckoned this was discriminatory. But last May Strasbourg ruled against him, stating that Muslims were not entitled to paid time off to attend the mosque.

Even so his dream was being realized; he had got a Muslim school going, the first and only in London full-time for Muslim children.

It is unpretentious enough, inside and out. A pebble-dashed Victorian terrace house in the East End, bought three years ago by Mr Ahmad and with a front area - "gar-



Fighting for Islam in E13

A school for Muslim studies is threatened with closure by Newham council in London. Bert Lodge reports

den" would be a euphemism - long enough to keep the worst of the lorry-roar from Romford Road away from the windows.

Above the door of No 68, "School of Islamics" is brightly announced in white and green, an unconcerned parvenu among neighbours so ancient as the Roman Catholic priory of St Francis of Assisi and the parish church of St John, Stratford.

Inside the first impression is of austerity. The grey, bare distemper walls are in sharp contrast to the multi-coloured murals beating out of the walls of the average primary school. And considering the particularity of Islam in so many respects some books seem to have been shelved on to the shelves.

But the floors, are carpeted wall-to-wall - unlike in most English schools. This is related to there being neither desks nor chairs. Girls, tightly-cowled and trousered, and boys kneel at low wooden lecterns placed on the floor. "It's the tradi-

language of the Muslims of India and the medium for most of the literature the pupils will encounter. All subjects are taught in English though the language in most of the pupils' homes is Gujarati.

Coping with four languages is an experience known to few English children.

The pupils, aged from four to 16, are in three classes, senior, upper and lower juniors, according to competence. This may not make for the ability mix currently enthused over by some progressives, but champions of vertical grouping would find some satisfaction.

Separation of the sexes at 11 - customary in Islamic schools - is not enforced because of the small numbers.

There is rapt attention for the instruction, from Mrs Zanab Hamid Naz, specialist in Urdu and maths and Mrs Amima Hanif, a graduate of Essex University who is a West Indi-

an convert to Islam. Mr Ahmad is satisfied that he has achieved what he calls an Islamic atmosphere throughout the school. Of the five daily obligatory calls to prayer, three occur during school hours and are scrupulously observed, boys and girls separated.

He said: "Muslim children who have been through English schools are lost. They don't know where they belong. We get many enquiries from parents here but we don't encourage anybody to send their children. They must be committed."

The absence of equipment, the lack of mural decoration is explained by the possibility of a move to a redundant primary school in the borough of Newham. "We are doing nothing here because we don't want to stay," said Mr Ahmad.

The ambitious ideas are there: for a mini-bus and driver and money for the salaries of an administrator and principal and five full-time teachers, two part-time, two cleaners and a caretaker. Mr Ahmad is hoping the school can become voluntary aided which would lift much of the burden. He has been to seek advice about the possibility from the East End Jewish schools community.

Another obvious source of money is the same that put up that magnificent mosque in Regents Park and Mr Ahmad has just returned from a visit to the well-heeled edges of the Persian Gulf.

But it is clear that how well the school succeeds unaided will be the major influence on potential sponsors. Among these is Newham whose finance and general purposes sub-committee has rejected the school's application to acquire Upton Cross infants, though - encouragingly for the Muslims - the education committee refused to endorse the rejection. This week's inquiry by the DoE into the future of the school could result in alternative premises being found more speedily. If it does it will have raised a fair wind for a bark struggling to keep afloat.

MP wants inquiry on caning allegation

An MP is to urge Sir Keith Joseph, the Education Secretary, to hold an inquiry into allegations that the beating of a nine-year-old epileptic girl at a primary school was a "negation of civilized values".

The claim was made by STOPP, the anti-caning pressure group, which was approached by the girl's mother, Mrs Sally Wade. She told the group that her daughter, Hannah, was "absolutely shattered" by the caning. She has since withdrawn her from the school.

Mr Alf Morris, former Labour Minister for the Disabled, is to question Sir Keith next Tuesday about the incident. He said this week: "I do hope there will be a full, urgent and thorough inquiry into this. I am deeply concerned by the information on this case which has been passed to me."

According to Mrs Wade, her daughter was punished for whispering in class. She was ordered to place her palms on a desk and struck three times across the knuckles with a piece of wood.

Mr George Griffiths, headmaster of the school, Alternun Primary School, near Lancing, refused to comment on the incident, saying: "Unfortunately, I cannot. County

Hall is answering questions."

A statement from the local education authority admitted it had been approached by parents and a part-time teacher at the school who had expressed concern over incidents of corporal punishment at Alternun.

However, the statement added: "These were considered at a meeting of the governors which lasted three hours at which the relevant County Primary Inspector and Assistant Education Officer (Schools) were present and at which every complaint was examined in detail."

"At the end of the meeting, the governors unanimously expressed their confidence in the headmaster's running of the school but asked him to examine ways of meeting the worries expressed by this group of parents."

Since then, the education authority says, it has received no complaints about corporal punishment in the school.

The allegations are contained in a document, *Britain's Battered School Children*, published this week by STOPP, which reveals that the society has had 158 complaints about corporal punishment during the past year.



For their success in turning this old playground into a promising garden these Girl Guides, of St Thomas Moore High School, Wigan, have won £200 in the Adopt and Cherish Campaign.

Brain damage from lead warning driven home

by Sarah Bayliss

Fresh evidence that children's brains are affected by even the lowest levels of lead was presented this week at the launch of a new campaign for a ban on lead in petrol.

Dr Robin Russell Jones, senior registrar at St John's Hospital, London, claimed that 95 per cent of children in Britain had blood lead levels above that which had now been proved harmful.

He said at the launch of the Campaign for Lead-free Air that researchers in California had recently shown that brainwave patterns among children aged five to 10 changed according to the amount of lead in their blood, and down to levels as low as seven microgrammes per 100 millilitres.

Other American research from the Conservation Society had shown that rats suffered learning and behaviour disorders with a blood lead level as low as five microgrammes per millilitre.

He asked why the Department of Health and Social Security advocated a "safety" level of 35 microgrammes per millilitre, below which harmful effects were supposed not to occur.

Dr Stephen Davies, a private consultant and medical adviser to the Hyperactive Children's Support Group, said the addition of lead in petrol was a major health hazard.

As a GP he had begun to screen all children for their blood lead levels. His impressions matched the research which linked lead with learning disability and hyperactivity.

He also believed that lead pollution was a threat to the health of adults as well as children. He had found fatigue, lack of energy and depression among adults.

Mr Des Wilson, founder of the housing charity Shelter, and the driving force behind CLEAR, said the campaign already had the support of 139 MPs from all the political parties.

Eight environment and community organizations including the Advisory Centre for Education backed this campaign. The organization has launched a public appeal for £250,000 which it believes will be necessary to combat the petrol industry lobby against banning lead from petrol.

CLEAR wants legislation to require all new cars to run on lead-free

petrol by 1985.

Dr Russell Jones said that 95 per cent of children in Britain had blood lead levels above 5 microgrammes per millilitre. "Lead pollution is a universal problem with the potential to disadvantage the majority of children born into the modern world."

Recent research in Sweden on 2,000 normal schoolchildren had measured the amount of lead in their teeth. This was a better measure of their term lead exposure in childhood.

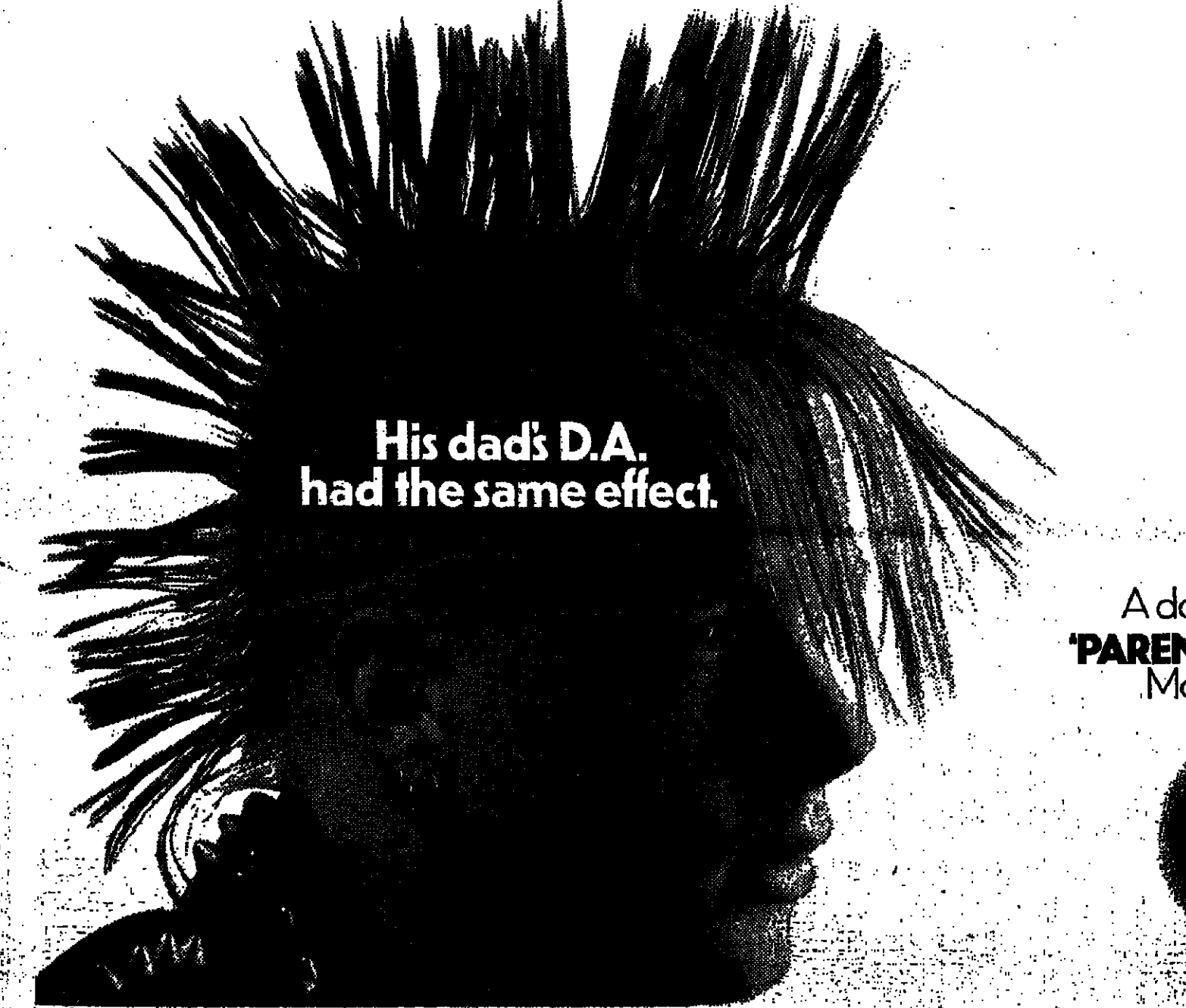
There was an IQ deficit of four to five points between the children with the highest and the lowest tooth lead, a deficit which could not be explained away by social class or any of the 39 variables analysed, said Dr Russell Jones.

Council split by jobs axe

A threat to axe the jobs of 100 teachers in Lincolnshire has divided county councillors.

Councillors have agreed that teaching posts should disappear next year because of falling rolls. But members of the education committee have rejected a cuts package of £2.2m which would have caused the loss of 330 teaching posts.

The proposals to axe the jobs were one of a list of 51 cuts. However, with Labour, Liberal, independent and co-opted members combining to oppose the 36 dismissals, coupled with abstentions from some Tory councillors, the move was defeated.



His dad's D.A. had the same effect.

A documentary series. 'PARENTS & TEENAGERS' Mondays 10.30pm



CENTRAL

Handwritten Arabic text in the left margin, possibly a signature or note.

Sarah Bayliss reports on the annual conference of the Society of Education Officers

Scarman gives warning for future

Education officers have a big responsibility to try to unite British society and they should be taking action now if summer riots are to be avoided in future, Lord Scarman told the Society of Education Officers at its annual conference in London.

"The main problem of binding together our society rests with you as educationists. I think you are in the very front line," he said.

Lord Scarman whose report on the Brixton riots was published last November told the Society of Education Officers: "I would like to think we have given quietus to summer rioting in this country but I can't tell you that is certainly so. There are basic problems that have to be met."

Delivering a series of requests to education officers he said their biggest responsibility was to ensure that children learnt to speak good English as well as to read and write.

"Some teachers are really first class... some are not." His experience of the Inner London Education Authority was that there was no lack of understanding at the top of the authority and he believed that to be the case in most authorities.

In secondary schools, multicultural education could capture the imagination of all pupils. "It is at this level you can bring together the divided elements into one society and make the contribution of each understood and appreciated by others."

Positive action was needed to prepare children for the competitiveness of the jobs market. Given the prospects of continued unemployment, schools should also train children how to use and enjoy their leisure time with more emphasis on art, music and sport.

"Many of these rioters rioted from sheer damn boredom," he said.

A strong condemnation of separate religious schools for the children of ethnic minorities, was delivered by Lord Scarman after his speech.

"I would view with absolute horror the development of these schools. It would be terrible if there were separate Islamic or Hindu schools," he said.

Answering a question from Mr Edwin Owens, chief education officer of North Yorkshire, about the desirability of ethnic minorities being allowed to set up their own schools, Lord Scarman said his experience in Northern Ireland told him that one cause of the troubles there was the separate education of Protestant and Catholic children. "I don't want that to be mirrored in this country."

Skill should be rewarded, Sir Keith says

Skilled classroom teachers should be rewarded with extra pay, Sir Keith Joseph said.

In a speech which backed an idea already being floated by teachers' employers, the minister said, "It must be right to devise a management system which encourages the best teachers to stay on and which rewards leadership and responsibility."

He had seen the first paper by the management side on the Burnham committee which was negotiating a new pay structure partly based on merit, and he approved of it.

But he recognized there would be difficulties in getting an early change. "To pay above average salaries to our best teachers presupposes that we have or can develop ways of identifying them."

"And to speak of rewarding responsibilities presumes a clear perception of what should be expected of any teacher and what should be regarded as constituting a higher level of professional responsibility."

Very real problems are raised here. Some of a technical nature, others involving questions of confidence between educators and managers. I hope they will be examined in

a spirit of free inquiry and mutual cooperation."

The present salary structure was devised 10 years ago when the teaching profession was expanding. "It's adequacy for present circumstances has come under question from various quarters, including the teachers, and I welcome the review that the Burnham Committee has set in hand."

Sir Keith said he recognized that the contraction of the teaching force was an "exacting task" for managers in the education service. He stressed that the views he expressed at the North of England Education Conference earlier this month that ineffective teachers should be sacked, were quite separate from the national need to make teachers redundant. "Redundancies may occur without any reference to incompetence. Both circumstances are difficult but both have to be faced."

Teacher training institutions had to adapt to contraction. Currently institutions produced 10,000 secondary teachers and 4,500 primary teachers a year. "But by 1989 the numbers needed by secondary schools would have dropped to 3,000 and the numbers needed in primary would have risen to 9,000."

Call for a code of conduct

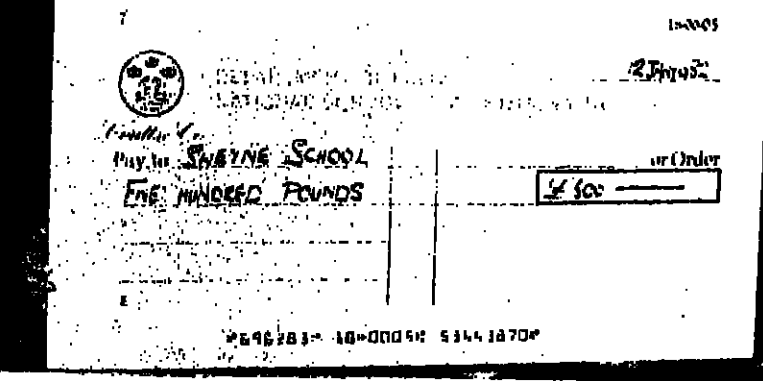
A professional code of conduct should be drawn up by the Society of Education Officers, said Mr Jack Chadderton, chief education officer for Newcastle and the Society's outgoing president.

In his presidential review of the year, he said he had floated the idea in the regions during his term of office and he hoped it would not be allowed to die. Such a code would be both a strengthening and a unifying force to us as a professional body.

Almost every chief education officer was now a member of the S.E.O.

Mr Chadderton, and total membership had risen from 1,204 to 1,296 over the year. The rise was partly due to the campaign to recruit more deputies.

The Society was eager to contribute to consultations on the Government's Green Paper on local government finance. After consulting its members the S.E.O. executive had approved a proposal for a separate block grant for education, to be agreed annually by the local authorities with the Department of Education.



The vigorous team from Swayne School, Rayleigh, Essex, won the London and East Angles Region of the Department of Energy's National Schools' Competition on Energy Conservation 1981. The fifth year pupils, seen here with their teacher, Mr John Carr, studied the effectiveness of internal wall insulation. They won a cheque for £2500 for the school and £10 of savings certificates each.

Crime curriculum material to go on trial

by Diane Spencer

A project designed to help young people learn more about the law is being organized by the Schools Council with money from the Home Office and a life insurance company.

Teachers from five local authorities are developing curriculum materials to teach 14-to-16-year-olds about the consequences of breaking the law. The materials will be put on trial in schools by July and published next year in the form of teaching packs.

The project, "Crime, Law and Society project", or CLASP, will cover car theft, reasons for law and order, burglary, shoplifting and one which asks "Could it happen to me?". The five authorities, Knowsley, Merseyside, Ipswich, Suffolk, Portsmouth, Hampshire, Wrexham, Clywd and Redbridge, will cover one topic each with a team of four to six teachers. The teams will work with a local policeman and a solicitor.

The Home Office is giving £8,000 to the work and the National Mutual Life Assurance of Australasia £1,000, a further £15,000.

The director of the project is Mr Garry Wynne, deputy head of Ponderbury High School in Salford. He says he believes that young people need a better understanding of legal documents and procedures and a greater knowledge of the law may well prevent them from committing crimes.

The target age group of 14 to 16 was chosen because Home Office crime figures show that in 1980, 31 per cent of those found guilty of burglary or cautioned for it were aged between 14 and 17, 3 per cent higher than the figure for those aged 21 and above.

Adult education too cash starved to help jobless

by Hilary Wilce

The "emaciated" adult education service is failing to meet the needs of Britain's millions of jobless, new research will show. Extra money is urgently needed, Sir Keith Joseph, the Education Secretary, will be told later this year.

Mr Bill Boden, who is compiling a report on the educational needs of the adult unemployed for the Advisory Council for Adult and Continuing Education, has spent the autumn travelling the country looking at what is being done for people who are out of work.

Additional resources are the only way to make provision adequate, he says. "It would be an idiot who, having just spent three or four months looking at this area, did not say the adult education service is as emaciated now as in many years."

The report is due to be delivered to the Education Secretary in July. Work done so far shows a lack of consistent policy on fee-waiving for the unemployed. Although the majority of 30 counties surveyed said they did make concessions, these varied widely. "And in my book any other than minimal fees to unemployed people is not offering provision," Mr Boden said.

He also sees a need for authorities to waive fees for the dependants of those out of work - something which only a few now do.

"Very often the key person in seeing the family out of the trough is the wife. She needs all the support and help she can get."

People

Mr Simon Tong has been appointed headmaster of The Nolley High School, Braintree, Essex. He is currently assistant director of one of the Schools Council's five programmes of work - Programme One: Purpose and Planning in Schools.

Mr David Heap, headmaster of Handsworth Grammar School, Birmingham, for the past seven years, has been appointed headmaster of King Edward VII School, Lytham.

Mr John Ballard, principal of Rismond upon Thames College, Twickenham, has been appointed principal of the Blackburn College of Technology and Design. He takes up his post on May 1.

Mrs Ruth Clarke, head of Hurlingham School, will in April take on as head of the school to be created by the amalgamation of Hurlingham and Chelsea schools. She will be in charge of 360 boys from Chelsea School as well as the 900 Hurlingham girls.

The British and Foreign School Society, which is funding a two-year research project on multicultural education, has appointed Mr F. I. Thompson, lately of the School of Education, Liverpool University, a research officer. Based in West London Institute of Higher Education, he started work this month.

Mr Michael Outlaw took up his appointment as headmaster of Canbrooke High School, Isle of Wight, on January 1, following the departure of Mr Peter Cornell. Mr Outlaw, 43, served for the last eight years as headmaster of Wood Green School in Witney, Oxfordshire.

The Calouste Gulbenkian Foundation, Lisbon, has announced that Peter Brinson, director of its UK Kingdom branch since January 1981, will leave in October to become principal lecturer in the Sociology Department, and head of the Department of Research and Community Development at the Laban Centre for Movement and Dance in South London.

Manchester Education Committee has made provisional appointments in its 11 to 16 reorganization. They are -

Sixth form colleges
Mr Henry Tomlinson head, Birley High School, Hulme, to be principal of north area; Mr Ernest Young head, Wright Robinson High School, Gorton, to be principal of central area; Mr Brian Hall, head, Ver Treu High School, Northern Moor, to be principal of south area.

High schools
Mr Hugh Speller head, Plant Hill, to be head of Plant Hill; Mr Robert Clough head, Harpurhey Girls, to be head of North Manchester Boys; Mrs Joyce Hatten head, North Manchester Girls, to be head of North Manchester Girls; Mr Watkinson head, Moston Brook, to be head of Moston Brook; Mr Arthur Watkins, deputy head, Birley, to be head of Birley.

11-16 high schools
Mrs Sylvia Wright, head, New Green, Wythenshawe, to be head of Weighall; Mr Robinson, Gorton; Mr J. Scofield, head, Spurlay Hey, to be head of Spurlay Hey; Gorton; Mr Michael Ryder, deputy head, Chorlton High, to be head of Chorlton; Mr Derek Blackwell, deputy head, Ducie High, to be head of Ducie Central High School for Boys; Miss Margaret Howe, head, Levenshulme Girls, to be head of Levenshulme High School for Girls; Mr Valerie Perry, head, Wythenshawe High, to be head of Chorlton; Mr Wilfred Blackburn, head, Brookway, to be head of Brookway; Mr John Teare, deputy head, Wythenshawe; Mr John Teare, deputy head, Spurlay Hey, to be head of Spurlay Hey; Mr Newall Green, Wythenshawe; Mr Keith Haleshead, head, Ducie, to be head of Ducie Central High School for Girls; Mr Arthur Parter, head, South Manchester, to be head of South Manchester, Wythenshawe.

School to work

Most leavers take the opportunity

Only one in 15 of last year's unemployed school leavers have turned down a place in the Youth Opportunities Programme, despite widespread criticisms of its quality and its declining success as a route to a job.

The figure has not been disclosed by the Manpower Services Commission, which makes no mention of it in a press release announcing its near success in carrying out the Government's undertaking to offer a place in the programme by Christmas to all of last year's leavers.

The commission says that 280,000 of last year's leavers had gone into YOP by Christmas, leaving another 15,000 to get offers this month. In 1980, when the Christmas undertaking did not exist, 190,000 leavers had entered the programme by the end of the year and there were still 50,000 waiting, not all of whom got an offer even by last Easter.

Of the 244,000 of 1980's leavers who were offered a place by Easter, 11,000 turned it down; this year, there will have been 20,000 refusals for the 315,000 offered places.

Miss Clare Short, director of Youthaid, said this week that the figures made it abundantly clear that there was no need to abolish benefit to compel youngsters to go into a training programme and that the only reason the Government was doing so was because it wanted to cut back the training allowance.

Registered school leaver unemployment rose this month for the first time since July. The monthly Department of Employment figures, announced this week, shows a rise of nearly 7,000 from last month, bringing the total for Great Britain to 142,200. The increase can be accounted for by a jump in the numbers registered in Scotland this month: most of them are probably 16 year olds who have left school this Christmas to minimize their wait for supplementary benefit under the new social security rules.

A warning from the TUC

The economic review of the Trades Union Congress, its annual survey of national prospects and policies, will give high priority this year to the needs to tackle both youth unemployment and the decline in training. The review, due to be published within the next week or so, will warn that these needs pose a deepening threat to Britain's economic future.

A separate paper is to analyse the destructive effect on industry likely to result from the recently announced cutback in the public sector of higher education, following the university cuts.

The TUC has decided to serve on the high level task group being set up by the Manpower Services Commission to work out ways to stretch the Government's proposed Youth Training Scheme into a programme of vocational preparations for 16-year old workers as well as unemployed leavers.

The council's education and employment committees say they feel they must cooperate, although they will continue to protest at the Government's decision to end supplementary benefit for leavers, and reduce their training allowance, and its cuts to the industrial training board system. The commission has agreed, under pressure from the voluntary agencies, to appoint Mr Nicholas Hinton, director of the National Council of Voluntary Organizations, to the group; Mrs Pat White, ILEA's careers chief and president of the Institute of Careers Officers; and Mr John Collins, chairman of the British Youth Council, are the other non-industrial members. The unions have three representatives and the CBI two. The group will be headed, as The TES has reported, by the MSC's director, Mr Geoffrey Holland.

Open Tech and OU are broadcast rivals

Most leavers take the opportunity

The Open University and the Open Tech, the new system being set up for adult training, are competing for time on television's Channel Four. Their rivalry is a big factor in deciding the shape of educational broadcasting on the new channel when it starts in November.

Independent Broadcasting Authority chiefs and Channel Four's own head, Mr Jeremy Isaacs, are determined that it should not be used to cut back the time the BBC now has to devote to the OU. The OU itself would like more air time.

But discussions have already begun between the Manpower Services Commission and Channel Four on how the new network could be used to help the Open Tech system. They are going far beyond the possibility of broadcasting lectures or other instructional material of the kind put out by the OU.

Mr Stuart Dalziel, the MSC's deputy director of training, who is in charge of OT planning, says: "Our needs are very different, because we are not going to be a single teaching institution, like the OU."

The Open Tech will aim to get

MSC in talks with Channel Four

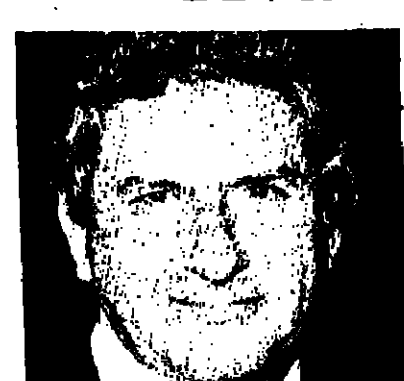
existing colleges and other instructional agencies to develop and package their courses so that they can be used by adults who for one reason or another find it difficult to study under conventional arrangements.

One way in which television might help is in providing information about the new study facilities - one of the biggest problems facing the OT planners.

But the discussions over the OT are only part of tentative exploration of what may be a much bigger link up, with the MSC which could make Channel Four the most important medium for many kinds of industrial training and for contact with the young unemployed.

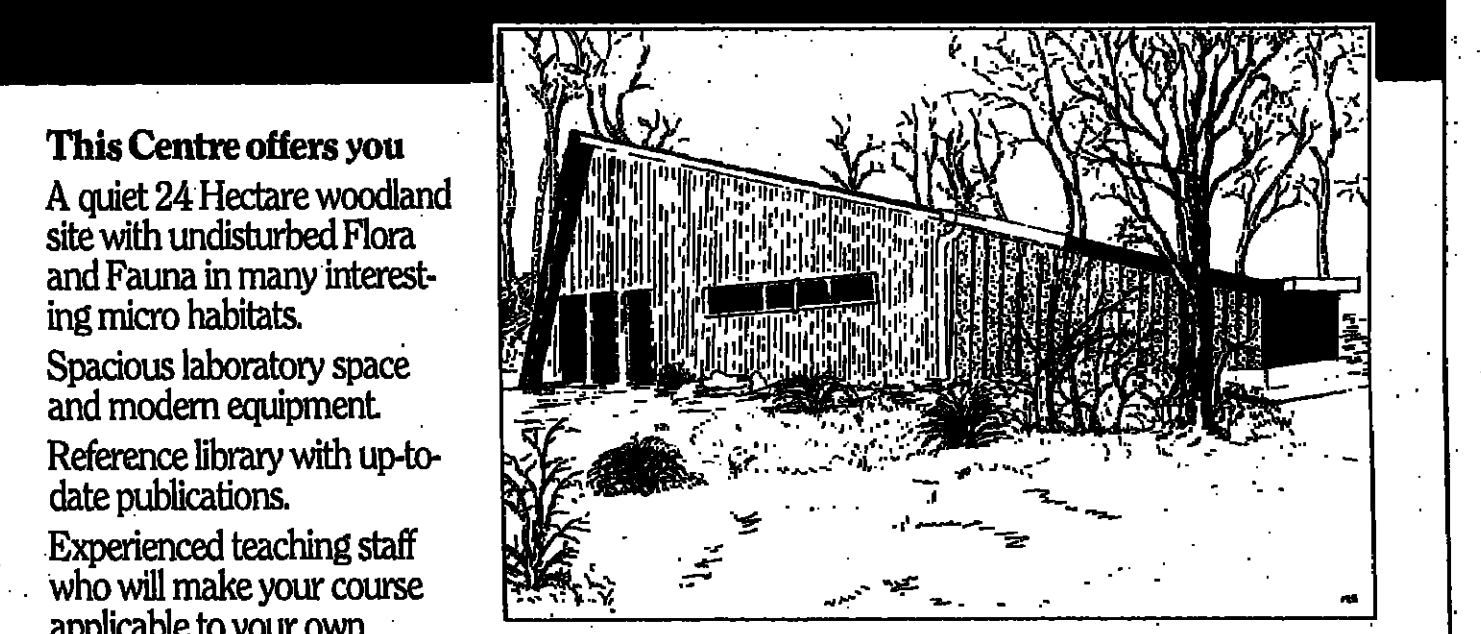
It would involve the MSC in spending a substantial amount of money on backing up programmes, if not on making them.

Mrs Naomi McIntosh, who is in charge of commissioning educational programmes for the new channel, says that although no decisions have been reached on how its seven hours a week of educational broadcasting



Mr Jeremy Isaacs new task group set up by the MSC to draw up the OT action programme. The question of student fees has already been raised in the new task group set up by the MSC to draw up the OT action programme. So far neither the commission nor the Government has given any hint of how students whose employers are not prepared to help with their fees and who follow an OT course, provided by colleges outside their own local authority area, will be funded.

The RSPCA Education Department Teachers' Courses at Mallydams Wood Field Centre Fairlight, Nr. Hastings.



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THE RSPCA

Back to basics learning rejected in call for change

The Cockcroft report calls for major changes in the way maths is taught and examined. It says employers are not unhappy about the numeracy of school leavers and it rejects rote learning and "back to basics".

Too many teachers of maths are insufficiently qualified in the subject; 9,000 full time qualified maths teachers would be needed to replace them. To increase recruitment it suggests higher pay and better grants for maths teachers and a "better public image".

It also says maths teachers should have priority in in-service training and local authorities should employ more maths advisers.

On the teaching of maths the report says:

- Mental arithmetic has been badly neglected;
- The different rates of pupil learning have been overlooked;
- Much more attention must be given to practical work, discussion and the applications of maths;
- All pupils should study a common core of useful maths;
- Many pupils should cover less but understand more;
- Primary teachers were right to broaden the maths curriculum; on examinations the committee of enquiry says:

- The present exams destroy confidence and distort the curriculum;
- Different exams are required for different abilities;
- There should be a super 16-plus for the very able;
- A system of graduated tests should be urgently considered for the least able.

In their foreword to the report, Sir Keith Joseph, Education Secretary, and Mr Nicholas Edwards, Secretary of State for Wales, says: "Few subjects in the school curriculum are as important to the future of the nation as mathematics; and few have been the subject of more comment and criticism in recent years. This report tackles that criticism head on. It offers constructive and original proposals for change."

Mathematics Counts Report of the committee of inquiry into the teaching of mathematics in schools. HMSO £5.75.

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- Many pupils should cover less but understand more;

Surprise for many people

It is not essential to have double-subject mathematics at A level to read the subject successfully at university. The committee concludes that the proportion reading for mathematical degrees with double maths A levels has dropped from 80 per cent in 1973 to 55 per cent in 1979.

In some universities in England and Wales less than half those reading mathematics have a double-subject qualification.

"We believe this information may come as a surprise to many people both in universities and schools; the implications for those who teach in schools are very great."

"It is very commonly supposed that it is almost essential to have taken a double A level in order to read maths successfully at university."

In line with its concern that all maths courses should include the application of mathematics, the committee says it is against single-subject A level courses in pure mathematics.

The greater diversity of students now taking A level mathematics - it is no longer a subject only combined with chemistry and/or physics - raises doubts about the prominence of Newtonian mechanics in applied maths. The committee says there are strong arguments for more attention to be given to statistics and probability theory. But this committee says it is not possible to recommend one or the other because of the diversity of students' future needs and interests and of the abilities of teachers to teach these subjects.

A common core representing 40 per cent of the content of all A levels is being discussed by the GCE boards and the committee give their approval, provided it is regularly reviewed.

Movement given a clear rebuff

The Cockcroft report gives a clear rebuff to those who want schools to go "back to basics".

"The public focusing of attention on standards in schools in recent years has created pressure in some quarters for a 'back to basics' movement. This has encouraged some primary teachers and some teachers of low-attaining pupils in secondary schools to restrict their teaching largely to the attainment of computational skills. Some of the submissions which we have received advocate a 'back to basics' approach of this kind."

"The ability to carry out a particular numerical operation and the ability to know when to make use of it are not the same; both are needed. The mathematics of employment and of everyday life is always mathematics in context and is based largely on measurements of many kinds made in many different situations. Arithmetical skills are therefore a tool for use in situations which required an understanding of other areas of mathematics, for example the geometry of shape and space and graphical representation of various kinds."

"An excessive concentration on the purely mechanical skills of arithmetic for their own sake will not assist the development of understanding in these other areas. It follows that the results of a 'back to basics' approach (as we understand the words) are most unlikely to be those which its proponents wish to see, and we can in no way support or recommend an approach of this kind."

The committee examined claims that more children got O level or CSE grade 1 in English than in mathematics and that therefore the standard required in mathematics was too high.

An analysis carried out of the exam results in 1977, 1978 and 1979 showed grade 4 CSE, the grade that is supposed to represent average achievement, did so in mathematics as well as could reasonably be expected.

"The proportion of O level and CSE grade 1 passes (in maths) remained constant at about a quarter and also reflects the proportion of the population expected to get these grades."

"In this sense, it cannot be maintained that the standard required in mathematics examinations at this level is too high."

"It is, however, the case that the positions of the grade boundaries in English are very different from those in mathematics and it is therefore to be expected that there will be many better grades in English than in mathematics."

Many young people questioned for the Cockcroft committee disliked maths and saw no point in it. They criticized both the content of the courses and the way they were taught.

Formal algebra was the topic most widely commented on. It was a source of considerable confusion and negative attitudes. It was found to be difficult to understand and work on matrices and algebraic manipulations was seen as pointless.

"Adverse comments on the teaching of mathematics often centred on an alleged inability on the part of some teachers to explain clearly, on a tendency to ignore some of those in the class, on an unwillingness to answer questions and on moving through the course too quickly."

"There was criticism of teachers who had not required the pupils to do sufficient work or had been un-

able to state the purpose of the work. Many of those interviewed said they had been given little or no practice in mental calculation at secondary school, especially after the second year.

Teaching and learning mathematics

"Mathematics is a difficult subject to both teach and learn," the report warns. Schools must establish confidence in the use of mathematics as well as a 'feeling for numbers' and a 'feeling for measurement'."

"Mathematics requires hard work and much practice, whatever one's level of attainment may be. One of the reasons why it is difficult to teach is the fact that attainment and rate of learning vary so greatly from pupil to pupil. If the pace is too fast understanding is not able to develop; if the pace is too slow pupils can become bored and disenchanted."

"Whatever their level of attainment, pupils must not be allowed to experience repeated failures."

"The fact that a pupil is able to solve a particular problem correctly does not necessarily indicate that understanding of the relevant concept is present. A much better indication of the depth of understanding can be obtained in the course of discussion, by means of appropriate practical work or through problem solving activities."

Rote learning

"There are certainly some things in mathematics which need to be learned by heart but we do not believe that it should ever be necessary in the teaching of mathematics to commit things to memory without at the same time seeking to develop a proper understanding of the mathematics to which they relate."

"We need to distinguish between 'fluent' performance and 'mechanical' performance and 'mechanical' performance should be confined to solving problems."

Continued on facing page

65 minutes lost in 30 years

The time spent on mathematics in secondary schools has been reduced in the last 30 years from 240 minutes a week to 175. But the present allowance, between one seventh and one eighth of the teaching week, is adequate if supported by appropriate homework, the report says.

The head of department had a crucial role to play in implementing the Cockcroft proposals. He should be responsible for:

- The production of schemes of work
- The organization of the department and its resources
- The monitoring of the teaching within the department and the work and assessment of pupils
- Playing a part in in-service training
- Liaison with other departments and other schools and colleges in the area.

He should be aware of the quality of teaching in the department and look at exercise books of different classes on a regular basis. It should be normal practice for him to visit lessons given by other members of the department.

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The committee line-up

Chairman: Schools Council Mathematics Committee; Mrs M. Hughes, head, Yardley Junior School, Birmingham; Mr A. J. McIntosh, principal adviser in Mathematics, Leicestershire County Council (resigned March 1980); Mr H. Nelli, lecturer in mathematics, University of Durham; Mr P. Reynolds, mathematics adviser, Suffolk County Council (appointed March 1980); Mr O. G. Saunders, Welsh area secretary, Association of Professional Executive Clerical and Computer Staff (appointed March 1979); Mr H. F. Scailon, president,

head, Dyffryn Comprehensive School, Fort Talbot; Mr G. Davies, policy unit, Prime Minister's Office (resigned April 1980); Mr K. T. Dennis, teacher, Dunmore County Junior School, Abingdon; Mr T. Eastwood, reader in mathematical education, Derby Lonsdale College of Higher Education, Derby; Mr E. R. Galtymore, former director, Proctor and Gamble Ltd (appointed August 1979); Mr R. P. Harding, CBE, chief education officer, Buckinghamshire County Council; Mr J. W. Harzee, executive director, School Mathematics Project,

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How simple sums can shame adults

Many adults cannot do the simple sums, such as adding up their shopping list, calculating "10 per cent" or reading a timetable, research carried out for the Cockcroft committee suggests.

Most people are afraid of mathematics or ashamed of their inadequacies. Half those asked to take part in interviews refused to do anything to do with the committee's questions.

"The extent to which even an apparently simple and straightforward piece of mathematics could induce feelings of anxiety, helplessness, fear and even guilt in some of those interviewed was perhaps the most striking feature of this study," says the report.

This applied right across the board. "No connection was found between the extent to which the interviewed used mathematical skills at the level of their educational qualifications; there were science graduates who claimed to be no mathematicians and others with no qualifications who displayed a high level of mathematical competence. Nor did it appear to be any connection between mathematical competence and social class (as defined by the Registrar General); people of widely varied competence were found in each of the five occupational groups."

Those with higher qualifications felt particularly guilty that they ought to understand mathematics and thought people assumed they did. Others felt inadequate because although they could get the sums they did not use what was considered to be the "proper" method, as taught in classrooms.

"The perception of mathematics as something that is supposed to lead to an exact answer by the use of proper methods seemed to be quite common, despite the fact that the members that arise in everyday life often need to be rounded off or approximated in some way."

The study revealed a widespread inability to understand percentages. Many interviewees never used them and did not understand them. Others could manage 10 and perhaps 15 per cent, but could not do 8 or 12 per cent. Nor did they realize the introduction of decimal currency had made this easier.

The committee's research suggested this was very far from being the case. One important statistic was the rate of inflation. This was widely misunderstood, with many thinking that a fall in the rate of inflation meant a drop in prices rather than a fall in the rate at which prices increased.

How understood the relative value of imperial and metric measures and many found charts and timetables difficult to read.

Nearly three-quarters (70 per cent) of the adults questioned had access to a calculator, but nearly a third of those (30 per cent) did not make use of it; some were put off by large numbers of figures appearing after the decimal point.

Many people had had to develop ways of avoiding the mathematical demands of everyday life. They included always buying £10 worth of petrol, always paying by cheque, always taking far more money than was needed when going shopping. Husbands, wives or children were frequently relied upon to check receipts, bills to measure or read timetables. "Sadly it was also clear that lack of mathematical ability had prevented some people from applying for jobs or from following courses of training which they would otherwise have wished to undertake. In this sense they had been made 'incompetent'."

Defining the basic mathematical skills required for adult life, the committee says everyone needs to be able to read number and count, to tell the time, to pay for purchases and to change, to weigh and measure, to understand straightforward charts and tables and simple graphs and diagrams. Those teaching maths should do what is possible to teach these skills to their pupils.

Movement given clear rebuff

Continued from page 12

al performance. Fluent performance is based on understanding of the routine which is being carried out. Mechanical performance is performing by rote in which the necessary understanding is not present. Although mechanical performance may be successful in the short term any routine carried out in this way is much less likely to be of use in other situations or to be retained in long term memory.

Classroom practice

It was neither desirable nor possible to lay down the definitive style for teaching maths. The approach had to be related to the topic and to the abilities and experience of teacher and taught. But maths teaching at all levels should include opportunities for:

- Exposition by the teacher;
- Discussion between teacher and pupil and between pupils;
- Appropriate practical work;
- Consolidation and practice of fundamental skills and routines;
- Problem solving and the application of maths to everyday situations;
- Investigations.

Although some teachers included all these elements, many did not even include a majority of them.

Weakness should be met by better pay and support

To attract more suitably-qualified maths teachers they should be paid more to teach, paid more to train and be given priority in in-service training and better support services, says Cockcroft.

An HMI survey in 1977 found 38 per cent of all mathematics in secondary schools was being taught by teachers whose qualifications were "weak" or "nil". These were equivalent to a shortage of 9,000 full-time maths teachers.

Some teachers in schools who are qualified to teach maths are not teaching it but may be teaching other shortage subjects such as physics. There was virtually no scope for redeploying these staff, the report says. "The need is undoubtedly to increase the number of teachers who are appropriately equipped to teach mathematics."

"It is essential to do much more to improve the public image of teaching and of mathematics teaching in particular. . . . We hope both central and local government will respond to our report by affirming their belief in the need to provide good support and facilities for mathematics teachers, and whatever the overall teacher requirement might be, the need for more good teachers of mathematics."

Greater efforts were needed to attract more graduates into maths teaching. Local authorities should join the annual "milk round" of employers visiting universities to recruit staff.

Encouraging more girls to take maths A level and to study at degree level could also lead to an increased supply of well qualified maths teachers.

Adequate financial support should be available for those thinking of leaving industry to teach mathematics. A system of flat-rate payments to all training to teach in shortage subjects would be easier to operate than the present system of national scholarships for intending teachers of maths expected to become high-quality teachers.

But if the present acute shortage was to be alleviated additional payment to maths teachers was necessary. Greater use of the flexibility allowed within Burnham would enable local authorities to offer higher scale posts where they saw fit.

The committee also suggests authorities should have the power to make appointments which carry ex-

Recipe for confidence

Secondary pupils would achieve a greater mastery of the maths they studied and greater confidence in it if they followed a course whose content was better matched to their level of attainment and rate of learning.

This differentiated curriculum would lead to improvements in attainment, attitudes and confidence and so to a raising of standards overall.

The committee says: "We believe it should be a fundamental principle that no topic should be included unless it can be developed sufficiently far so to be applied in ways in which pupils can understand."

It suggests a common core or *fundation list* of mathematics that all pupils should study. The content of that would constitute the greater part of the syllabus of those pupils in the lowest 40 per cent of the range of attainment in mathematics.

What is proposed is considerably less than the content of the syllabuses normally followed by low attainers. "The syllabus should not be too large so there is time to cover the topics which it contains in a variety of ways and in a range of applications," the report says.

"The list should not be seen as limiting in any way the range of work which should be attempted by those pupils with higher attainments."

"The content of the examination syllabus for those pupils who at present achieve around CSE grade 4 should not be very much greater than that of the fundation list; the latter, of a size markedly smaller than many CSE syllabuses."

"At a higher level syllabuses whose extent is comparable to that of existing O level syllabuses represent a suitable examination target for pupils in the top 20 per cent of the range of attainment in mathematics."

Care over marking

Some maths teachers take insufficient care over marking, the Cockcroft committee found when they visited schools. "We found a very wide variation in the amount of time and care given to the marking of pupils' work," the report complains.

"In some cases marking was of the diagnostic and supportive type. On the other hand we found classrooms in which although every piece of work had been marked the result was merely page after page of ticks or crosses with little or no indication of where an error had occurred or what was wrong."

"There were classrooms in which pupils had continued to repeat the same mistake because a mathematical concept or routine had not been understood."

"We were also aware of instances in which too little work was being set for pupils in secondary (to do out of school because the teacher was not able to find the time to mark it."

Maths generated a great deal of marking and it was not usually possible or desirable for a teacher to mark every piece of work.

Continuity

Discussions between those who teach maths in primary and secondary schools was essential.

"Overall agreement about the central topics to be studied at the primary stage should be the outcome, but the report warns against agreed lists of topics being drawn up for all pupils to be familiar with by the age of transfer. Such a list could never be suitable for all pupils and could put pressure on primary teachers to cover everything on the list."

Some secondary teachers told the committee they took no notice of information sent up from primary schools, preferring instead to give the pupils a fresh start.

"We cannot accept that it can be justifiable to ignore information provided by schools in which pupils may have spent seven years."

Employers' needs examined

There is little real dissatisfaction among employers about the standards of mathematics amongst the school leavers they recruit in spite of the alleged volume of complaints that led to the Cockcroft committee being set up.

"It has naturally been our concern to investigate complaints about low levels of numeracy among young entrants to employment and the need for improved liaison between schools and industry," the report says.

The committee received 200 submissions from major companies and industry training boards, the CBI, the Trades Union Congress, Chambers of Commerce and many smaller employers. They had researchers looking at the mathematical requirements of 100 firms and visited 26 firms themselves.

"The overall picture which has emerged is much more encouraging than the earlier complaints had led us to expect. We have found little real dissatisfaction amongst employers with the mathematical capabilities of those whom they recruit from schools except in respect of entrants to the retail trade and to engineering apprenticeships, both of which involve significant numbers of young people."

"Those entering the retail trade on leaving school at 16 commonly have very modest or no mathematical qualifications, but are often required from the outset to give change, count stock, fill in stock sheets and calculate discounts."

"The complaints relating to engineering apprenticeships seem to stem largely from the performance of applicants in company selection tests which are very often tests of computational ability only. Most of the criticism relates to those who are rejected. Employers have expressed comparatively little dissatisfaction with the mathematical performance of those whom they have taken as apprentices."

"Where difficulties do arise, they can be overcome relatively quickly

Employers' needs examined

There is little real dissatisfaction among employers about the standards of mathematics amongst the school leavers they recruit in spite of the alleged volume of complaints that led to the Cockcroft committee being set up.

"It has naturally been our concern to investigate complaints about low levels of numeracy among young entrants to employment and the need for improved liaison between schools and industry," the report says.

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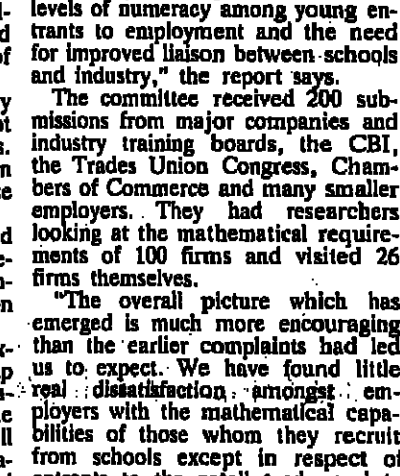
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THE COCKCROFT REPORT



Continued overleaf

Use of the calculator should go up by 1985

Sufficient calculators must be made available in secondary schools by 1985 to allow every pupil to have access to one for their mathematics lessons, the committee recommends.

There were fears that children who used calculators would not acquire fluency or recall of the basic number facts. The committee looked at the research on this and concluded "the weight of the evidence is strong that the use of calculators has not produced any adverse effect on basic computational ability."

"The availability of the calculator in no way reduces the need for mathematical understanding."

The crucial point not always realized by those who criticized the use of calculators in schools was that they were not used until the person had decided which mathematical operation to carry out, and experience showed those whose mathematical understanding was weak were often reluctant to make use of a calculator.

More development work on the use of calculators as a teaching aid in primary schools was needed. Work was also needed on the extent to which the primary maths curriculum would have to be modified to take account of the calculator. Decimals could assume greater importance and negative numbers would be met earlier.

There was one over-riding reason why all secondary pupils should, as part of their mathematics course, be taught and allowed to use a calculator - the increasing use being made of calculators both in employment and adult life.

"We believe there can be no doubt that calculators should replace logarithm tables as the everyday aid to calculation."

The number of calculators required for a six-form entry 11 to 16 school would be about 200, their cost about £2,000. In comparison, the cost of equipping a specialist teaching area for science was £17,000, for metalwork £25,000, and for cookery and housecraft £16,000.

All new secondary schools should be equipped with them, and for existing schools there should be a scheme similar to that for providing schools with micro-computers to ensure the necessary calculators were available in secondary schools by 1985.

From that time onwards examination boards should design exams and syllabuses on the assumption that all candidates had access to a calculator. Use of the calculator might still be banned from some papers to check candidates could still perform straightforward calculations.

The teaching of computer studies should not be regarded as part of mathematics but should exist within a separate department, the report says.

It seems inevitable that for the time being a significant proportion of the teaching of computer studies will be undertaken by mathematics teachers who will in consequence have less time to teach mathematics.

A large amount of work remained to be done before the computer was likely to be used as an aid to teaching mathematics. "We wish to emphasize the need to produce programs that are not just exercises but which can contribute to the main-stream mathematical work of the school."

Broader curriculum needed to improve results from primaries



The broadening of the primary maths curriculum has improved children's understanding of and attitudes to mathematics, the report says.

In the past 20 years the primary curriculum had been broadened to take in a greater understanding of number and work on measurement, shape and space, graphical representation and the development of logical ideas.

If public criticism in recent years had caused some primary teachers to wonder if they were right to take this broader approach, the Cockcroft committee hopes to convince them they were.

The primary mathematics curriculum should enrich children's aesthetic and linguistic experience, provide them with the means of exploring their environment and develop their powers of logical thought, in addition to equipping them with the numerical skills which will be a powerful tool for later work and study.

The practical and intuitive experience which should be the result of a course of this kind provides an invaluable basis for further work in the secondary years. However, we do not believe that mathematics in the primary years should be seen solely as a preparation for the next stage of education. The primary years ought also to be seen as worthwhile in themselves - a time during which doors are opened onto a wide range of experience.

Practical work is essential throughout the primary years if the mathematics curriculum is to be developed in the way which we have advocated. It is necessary to realize at the outset that such work requires a considerable amount of time.

However, provided that the practical work is properly structured with clear stages of progression, and is followed up by the teacher by means of questions and discussion, this time is well spent.

For most children practical work provides the most effective means by which understanding of mathematics can develop. It enables them to think out the mathematical ideas which are contained within the various activities they undertake at the

same time as they are carrying out these activities; and so to progress within each topic from the handling of actual objects to a stage in which pictures or diagrams can be used to represent these objects and then to a final stage at which symbols are used which can be manipulated in abstract ways.

"It is a mistake to suppose there is any particular age at which children no longer need to use practical materials or that such materials are needed only by those whose attainment is low. It is not babyish to work with practical materials."

The measurement of length, capacity, weight, area and time should be part of every primary child's experience. All children should work with a variety of plane shapes and solids and attention throughout the primary years should be paid to presenting information in pictorial or graphical form and interpreting information presented in this way.

Children should also be taught abstract logic. "No highly theoretical notions are involved. It is a matter of describing things accurately, noticing their resemblances and their differences and saying how they related to one another."

Children also needed experience of practical everyday situations important to mathematics such as shopping, travel, model making and planning school activities.

"The learning of number facts needs to be based on understanding but understanding does not necessarily result in remembering. Most children need to make a conscious effort to commit these number facts (up to 10+10 and 10x10) to memory by the age of 11."

Mental and oral work should play a major part in early learning and young children should not move too quickly to written sums. "Some parents can exert undesirable pressure on teachers to introduce sums at too early a stage because they believe that the written record is a necessary sign of a child's progress."

Language plays an essential part in the formulation and expression of mathematical ideas. From their earliest days at school children should be encouraged to discuss and explain the mathematics they are doing.

Children at the first stages need to develop their understanding of words like heavy, light, larger than, shorter.

"The policy of trying to avoid reading difficulties by preparing work cards in which the language is minimized or avoided altogether should not be adopted. Instead the necessary language skills should be



Background to report

1876 HM Inspectors blame poor teaching for "worse arithmetic results than ever before."

1954 Maths Association complains of lack of improvement in maths despite raising of school leaving age to 15.

1961 Southampton meeting resulted in setting up of School Maths Project - the main "modern maths" scheme.

1973 School leaving age raised to 16 - school leavers very scarce that year. Wide-spread criticisms of modern maths and attainments of school leavers began to appear in newspapers.

1975 Assessment of Performance Unit set up.

1976 Prime Minister James Callaghan's Ruskin Speech claimed 16-year-olds could not pass simple maths tests and required remedial education in jobs and colleges.

Royal Society publishes report revealing large-scale worsening shortages of maths teachers.

1977 Commons Select Committee calls for inquiry into maths teaching.

1978 Cockcroft committee set up APU first maths tests administered.

1980 Unemployment among school leavers soars - employers express only mild reservations about standards of attainment. Institute of Maths survey reveals graduate maths school teachers paid £1,000 to £2,000 less than maths graduates in industry and civil service. First APU reports criticized understanding of concepts. Government "Think Tank" suggests extra pay for maths teachers.

1982 Cockcroft reports

developed through discussion and explanation."

Use of books "The ability to learn mathematics from the printed page is one that develops very slowly. In the primary stage new topics should always be introduced by appropriate oral and practical work."

More books of mathematical puzzles, problems and topics, were needed to make the subject seem a living one full of interest and use outside the classroom.

Mental mathematics "As a child grows older he needs to begin to develop the methods of mental calculation which he will use throughout his life; these will not necessarily be the same methods used on paper."

"Although it is possible to practise written methods of computation as routines, good mental methods have to be based on understanding of addition and multiplication facts. It follows that the practice of mental methods of computation will also assist in the understanding of and development of written methods."

Continued opposite page

Wages and support the key

Continued from page 13

any significant effect. "All those who teach mathematics need continuing support throughout their careers to develop their professional skills. We believe there are a number of reasons which justify support for teachers of mathematics on a scale which may not, on financial grounds, be possible for teachers of all subjects."

These included: the essential nature of maths, public concern about it, the lack of qualifications of the who teach it, the curricular changes recommended in this report, changes brought about by computers and calculators, the dependence of maths of other areas of the curriculum and the likelihood that rolls would mean even more mathematically-unqualified teachers would be pressed into teaching the subject.

School based in-service was of fundamental importance and because of the head of department and coordinator's key role in this it should have top priority for a service training.

Local authority maths advisers an important role in in-service support. "We do not think an I.A.S. can ensure the quality of mathematics teaching in its schools is adequate unless it has within its advisory staff adequate mathematical expertise to carry out the necessary assessment and identify schools in need of assistance."

"More expenditure on mathematics advisers is essential since what it there are bound to be wide and unacceptable variations in quality and inadequate resources to support it."

A number of full-time courses signed to improve the qualifications of those teaching mathematics have been cancelled recently because there were insufficient applicants.

The numbers seconded to the courses needed to be increased substantially the report says. Authorities should also cease the unfair limitations they place on expenses incurred in attendance at in-service courses.

Concern on mismatch of needs

A mismatch between the maths covered in further education courses and that likely to be needed on the job gives serious cause for concern, the Cockcroft committee report says.

"Further education courses are designed for broad categories of employees and entry requirements framed in such a way as to ensure admission of as wide a range of educational attainment as possible."

"We have been told that many courses, especially those which do not require any O level or equivalent qualification, often start at an elementary level but then move quickly to weaker students' great difficulty in keeping up."

FE courses were likely to be considerably more demanding than a job itself. "Many courses are designed to provide not only the specific skills which are needed in the early years of employment but also a base for 40 or more years of working life."

But skills not used regularly atrophy easily and promotion often led to the use of less mathematics rather than more as more time was spent on supervisory duties.

"In some cases apprentices will eventually be designated as craftsmen and are required in FE colleges to undertake the technical courses which are academically demanding and for which they may not be adequately prepared."

"We believe that it is wrong to type of entrant that the gap between the mathematics content of FE courses and future demands of the job gives most cause for concern."

Syllabuses made too hard for secondary pupils to tackle

The majority of pupils in secondary schools follow mathematics syllabuses that are too long and too difficult, says the Cockcroft committee in what amounts to an almost total condemnation of the present examination system for mathematics.

"In our view very many pupils are at present being required to follow mathematics syllabuses whose content is too great and which are not suited to their level of attainment. Efforts to introduce pupils to as much of the syllabus as possible result in attempts to cover the ground too fast for understanding to develop. The result is many pupils neither develop a confident approach nor achieve mastery of those parts of the syllabus within their capability."

This situation had arisen because the starting points for the syllabuses used by the majority were syllabuses designed only for the top quarter of the ability range.

"In other words they have been constructed from the top downwards. We believe this is the wrong approach and that development should be from the bottom upwards by considering the range of work appropriate for lower attaining pupils and extending the range as the level of attainment of pupils increases."

"In this way it should be possible to ensure both that pupils are not required to tackle work which is inappropriate to their level of attainment and that those who are capable of going a long way are enabled to do so."

The mark required to get a grade 4 CSE, the grade that is supposed to correspond to average ability, was very often little more than 30 per cent. Grade 5, just below that expected from a pupil of average ability, was likely to be awarded to a candidate scoring little more than 20 per cent of the marks.

"We cannot believe that it can in any way be educationally desirable that a pupil of average ability should, for the purpose of obtaining a school leaving certificate, be required to attempt an examination paper in which he is able to obtain only about one third of the possible marks."

Such a requirement, far from developing confidence, can only lead to feelings of inadequacy and failure.

"We believe two fundamental principles should govern any examination in mathematics. The first is the examination papers used should enable candidates to demonstrate what they know rather than what they do not know. The second is the examinations should not undermine the confidence of those who attempt them."

The committee suggests an approach to the new 16-plus examination in mathematics consistent with this approach.

When CSE and O level are merged into the new exam, seven grades are planned. The Cockcroft committee want a range of papers. Each candidate would attempt a certain combination of these papers that was focussed at one of three grades on the scale. The combination focussed at grade 6 would be one on which a candidate who obtained a grade 6 would be able to obtain about two-thirds of the marks available. A rather higher mark would achieve a grade 5 and a lower mark (not, the committee says, below 50 per cent) a grade 7. Exceptional candidates might even get a grade 4.

"It would be appropriate to provide combinations of papers which would focus at grade 2 (for candidates expected to gain grades 1, 2 or 3), at grade 4 (for candidate expected to gain grades 3, 4 or 5, with the possibility of gaining grade 2) and at grade 6."

The syllabus for the papers focussed at grade 4 would be more extensive than those at grade 6 and the questions of a more demanding type. There would be a further increase in content and difficulty for papers focussed at grade 2.

The whole of our argument for a differentiated curriculum implies the same set of examination papers in mathematics cannot be suitable for all pupils. Teachers must accept the responsibility for advising parents and pupils on the papers to attempt.

The committee also criticize over reliance on written papers for assessing mathematics. They could not assess practical work, investigations, mental computation, the ability to discuss mathematics, perseverance or inventiveness. This led teachers to neglect practical work and the application of mathematics.

To enable as many aspects of mathematical attainment as possible to be assessed an element of teacher assessment should be included in the examination of all pupils of all levels of attainment.

The committee also want an extra paper taken at the same time as the 16 plus exams for the 5 to 10 per cent of high attaining pupils. This Extra Mathematics paper would:

- develop a deeper understanding of the maths in the syllabus and take some topics further
 - introduce some additional topics
 - help pupils appreciate maths as a self-contained logical system.
- "Very careful thought" should be given to assessment of low attainers - those at present getting below grade 5 in CSE. "It should not be thought the existing pattern of timed written papers towards the end of the fifth year is necessarily appropriate for these pupils."

The committee criticizes attempts to introduce school leavers mathematics tests such as the School Leavers

Broader primary curriculum points way to improvement

Continued from page 14

Problem solving All children needed to apply the mathematics they learn to everyday situations. "When children first come to school much of their mathematics is 'doing'. As they grow older this independent thinking needs to continue: it should not give way to methods of learning based wholly on the assimilation of received mathematical knowledge."

The teacher needed to seek opportunities for drawing mathematical experience out of a wide range of children's activities. Measurement and symmetry arose frequently in art and craft, environmental education makes use of measurement of many kinds and the study of maps introduces ideas of direction, scale and ratio.

High attainers Specific provision should be made for mathematically able primary children. "It is not sufficient for such children to be left to work through a textbook or a set of work cards; nor should they be given repetitive practice of processes they have already mastered."

"High attaining children should combine more rapid progress through the syllabus with more demanding work related to topics already encountered. In particular they should be given opportunity to undertake activities and investigations which encourage the development of powers of generalization and abstraction. Geometrical work should also be encouraged."

Low attainers "Failure can only be compounded if efforts are made to build further upon a foundation which does not exist. Such efforts are likely to result in confusion and lack of confidence and lead to dislike of mathematics and further failure."

Children of low ability need to build up a network of related ideas and their applications so that they can feel confident in their use of mathematics in their daily lives. Advance should be in small stages with frequent repetition and reinforcement.

Attainments at 11 The committee examined reports of surveys carried out in Scotland, the United States and Australia alongside those conducted in England and Wales by the Assessment of Performance Unit. They concluded: "It is clear the differences in attainment between children of the same age in any one country are very much greater than the small variations which exist between the performance of an average pupil from each country."

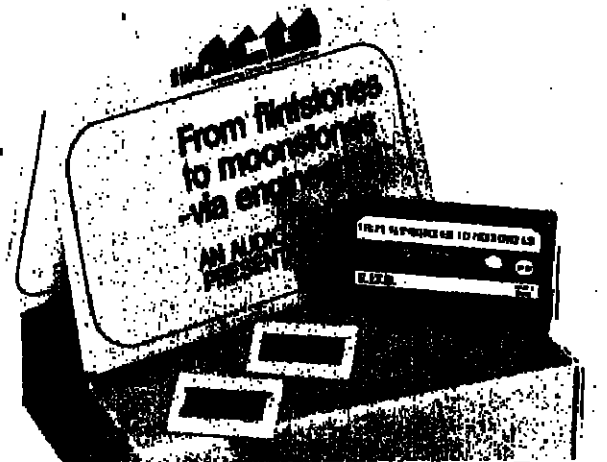
"We do not believe there are any grounds for thinking the overall performance of children in England and Wales is markedly different from that of children in these other countries."

Organizing primary mathematics The quality of primary mathematics teaching inevitably depends upon the strengths and interests of the class teacher. Vertical grouping made their task more difficult and offered no advantages for the teaching of maths.

The committee suggests some form of team teaching should be looked at to maintain the continuity of maths teaching for two or three years and enable stronger teachers to help the weaker ones.

The effectiveness of primary maths teaching could be enhanced considerably if one teacher was given responsibility for coordinating maths throughout the school. In all but the smallest schools this responsibility should be recognized by appointment to scale 2 or 3 or by the award of additional salary increments.

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Women on the march... into school jobs

USSR/Jennifer Louis

It's tough for the boys as women take over posts shunned by men

MOSCOW: The Soviet Union prides itself on its considerable success in breaking down the traditional barriers between what are traditionally "male" and "female" occupations. From medicine to electronics, the Soviet woman holds her own and equal rights figure high on the priority list that the Soviet media offer as proof of what the Soviet brand of socialism can achieve.

However, the reverse side of the coin is a highly undesirable phenomenon which has been the subject of serious concern to Soviet educational authorities for the past 10 years. The issue, directly linked to the question of women's professional activity, is the increasing feminization of the teaching profession.

It was the national weekly, *Literaturnaya Gazeta*, which as long ago as March, 1969, first raised the alarm in an article headlined "Men Leave Schools." The paper published the results of a statistical survey conducted in the Ukraine, the Soviet Union's second largest republic, which showed that 72 per cent of its 400,000 school teachers were women.

The *Litgaz* quoted the opinion of child psychologists and psychiatrists who were unanimous in saying that what amounted in many cases to an almost total absence of male teachers had a negative effect on schoolchildren in general, but especially on adolescent boys. The latter were particularly susceptible to emotional and mental problems liable to grow up without the strength of character necessary for military service and even for the responsibility of everyday family life.

Perhaps a more pertinent explanation is what some people refer to as

the "nakedness" of the school teaching profession. By this they mean that throughout the entire 11-year school course, the teacher's everyday activities are open to the children's examination. The pupils feel they know all there is to know about being a teacher, and all too often familiarity breeds contempt. Perhaps they have romantic ideas about other professions and later on their unfounded illusions may well be shattered, but in the meantime there is little chance that any of them will want to be a teacher when they grow up.

Mr Boris Paton, President of the Ukrainian Academy of Sciences and one of the biggest names in Soviet science in general, was quoted in *Litgaz* as saying that, while he had the deepest respect and sympathy for women teachers, he considered the absence of men in that profession nothing less than a catastrophe. In a school, just as in any normal and healthy family, there should be the equivalent of "mother and father". Boys who go through school without the presence of male teachers develop a stereotyped reaction towards the teaching profession as being for girls.

Mr Paton said: "We must find scientific ways of enhancing the prestige of this or that professional activity." His concern acquires a rather special flavour when one knows that at the time he was at school No. 79 in the 1930s, his physics teacher was Mr Anatoly Alexandrov, now President of the USSR Academy of Sciences.

It was 10 years before the paper returned to the subject in June, 1979, but once again the figures, which were similarly drawn from statistical studies made in the Ukraine, reflected a further development of the earlier trend. Although the number of school teachers had risen from 400,000 to 463,000, the percentage of women teachers had by now risen from four per cent to 76 per cent. The outlook for the future showed little reason for rejoicing with the man-to-woman ratio at many of the Ukraine's teacher training colleges as low as 1:8 or even 1:10. Polls taken among school leavers confirmed what everybody knew - that among the boys, school teaching rated the least prestigious of professions. Just to make quite sure, *Litgaz* conducted a poll of its own and came up with the result that only one schoolboy in 200 expressed the desire to become a school teacher. Two and a half years later the situation remains unchanged.

The example drawn from the Ukraine accurately reflects the state of affairs throughout the country. There is no chance of remedying the situation when even the cause has still to be discovered in many parts of the world low pay might be the explanation but in the USSR the average engineer or doctor usually makes even less. And while women are certainly prominent in these two professions, they do not dominate as they do in the field of education.

Perhaps a more pertinent explanation is what some people refer to as

Spain/James Connell

Finances exposé highlights private universities' plight

BILBAO: The economic plight of Spain's private universities has been highlighted by the prestigious University of Navarra, through an exposé of its financial structure.

Like other private universities the 30-year-old Opus Dei institution is awaiting the outcome of a Bill which has already provoked the resignation of two education ministers. The passion-rousing University Autonomy Law, which has been left smouldering at the committee stage, aims to regulate the degree of government financing of private institutions. Although there are relatively few private universities compared with the large private school sector, they demand independence with a state subsidy - a promise vaguely enshrined in the new constitution.

Navarra, rating high in academic levels and with a good research record, feels that the state should cover the total budget or "a good part" of the funding for effective private institutions.

With funds increasingly hard to come by, the university - with a staff of 872 teachers and 8,000 students - gave a breakdown of its cash sources.

Student fees run to an average of £33 per student. The state chipped in a modest £50,000 plus research grants of £20,000. The provincial authorities added another £160,000 - a sore point as the university estimates they get much more back in rates and taxes. The bulk of the money comes from the 13,000 members of the university foundation who account for 25 per cent of the yearly budget and cover 113 scholarships.

Commercial companies run by the foundation, whose activities range from publishing to real estate, plough their profits back into the university cash supply. The real cost per student place runs close to official estimates for the almost free state universities - a fact the private institutions consider to be a key argument in their battle to win state funding.

United States/Peter David

Reagan takes the blame in row over tax status ruling

WASHINGTON: President Reagan last week accepted personal blame for the controversial decision to give charitable status to private schools and colleges which discriminate against blacks.

He told a press conference that the White House had regarded the measure as a temporary procedural step, and had been surprised at the angry reaction from civil rights groups. But he admitted that the decision - which reversed a 12-year-old policy denying tax exempt status to racist institutions - had been misinterpreted and poorly explained.

"The buck stops at my desk. I am the originator of the whole thing and I am not going to deny that it was not handled as well as it could be," he said.

The President's remarks followed a fortnight of White House activity to explain and ultimately reverse a policy decision which had widened the breach with black Americans and brought a torrent of public criticism.

Three weeks ago the Justice and Treasury Departments said they would be abandoning a rule imposed by President Nixon in 1970 denying tax exemptions to private schools and colleges which refused to renounce discriminatory policies.

A public outcry followed four days later in a sharp U-turn with the President announcing that the Nixon rules would be reinstated, but only after Congress passed legislation to that effect.

Meanwhile about 100 colleges previously refused tax exempt status would receive it, and the Justice Department would drop a Supreme Court case against two of them - the Bob Jones University in South Carolina and the Goldsboro Christian Schools in North Carolina.

When the protests continued unabated and civil rights groups threatened immediate legal action to force the courts to uphold the suspended Nixon rules, the President made a second intervention last week. He said that the 100 schools which theoretically qualified for tax exempt status would not in practice get it, and announced that a Bill had been sent to Congress which, if passed, would restore the Nixon rules.

At a press conference a day later he admitted that the affair had been poorly handled, but complained that the original suspension of the Nixon rules had been misinterpreted by the press.

The action had been prompted not by a desire to confer charitable status on racist institutions but by the Administration's belief that the Nixon rules, which had been interpreted

by the Internal Revenue Service, yielded too much power to a government agency. He continued: "What we were trying to correct is a procedure that we thought had no basis in law, that the Internal Revenue Service had actually formed a social law and was enforcing that social law."

"What we set out to do was to change that procedure and stop the Internal Revenue Service from doing this and then to have Congress implement with law the proper procedure."

But neither the President's explanations nor the rapid introduction of a Bill restoring the status quo has muffled public confusion about the Administration's real intentions. That confusion has been deepened by a statement by the United States Commission on Civil Rights flatly contradicting the President's view that the Nixon rules, upheld by successive Administrations for 12 years, required buttressing by new legislation in Congress.

It said Congress had provided ample legislative basis for the rules in the Civil Rights Act of 1964 which prohibited racial discrimination. In 1971 a Federal Court confirmed that the Act empowered the Revenue Service to withhold tax exemptions from schools which discriminated.

A similar view appears to have existed within the Justice Department itself. Its Supreme Court brief in the Bob Jones University and Goldsboro Schools case argued that the Revenue Service "acted well within its statutory authority" and said that Congress was aware of the tax rules the Service was operating.

On White House instructions, the Justice Department has dropped its case against the two institutions, although White House spokesmen expressed confidence that both would be stripped of their tax exempt status once Congress approved the President's Bill.

Civil rights groups meanwhile have petitioned in court for the right to prosecute the two institutions in view of what they describe as the Federal Government's dereliction of its duty to uphold existing civil rights legislation.

Reviewing the whole episode in a television interview last week, Mr Ed Meese, the White House counsel, said: "We blew it because we didn't have our legislation ready to go at the time we changed the IRS policy. This is really the second big mistake we've made during the course of the first year." The first was an unsuccessful attempt by the President to reduce social security benefits.

Pistol-packing pupil case dismissed

TULSA, OKLAHOMA: A court case to the Tulsa County Juvenile Court was dismissed against a 13-year-old pupil of a local junior high school who had pointed a loaded pistol at five classmates and had threatened a female teacher with it. The reason for the dismissal was that the pupil had been illegally searched and disarmed by the assistant principal.

While the pistol-packing pupil was threatening five classmates in a science class, the teacher was able to write a note about it. She gave this to a child who was leaving the room who handed it to Mr George Goodner, the assistant headmaster of Madison Middle School.

Meanwhile, the pupil had put the pistol in a gym bag and left the science class. He was confronted by Mr Goodner, and produced the pistol from the gym bag. The pistol was then confiscated. It was a loaded

22-calibre automatic. The pupil was taken to the principal's office and the police were called. Mr L. Joe Smith, Assistant District Attorney, who was to have prosecuted, and Mr Bill Beasley, Associate Judge, both said in the juvenile court that they agreed that the school officials did the right thing at the time, but that it would not stand up in court.

The problem stems from the difference between administrative searches for purposes of school discipline and searches for police purposes. Mr Smith stated that school officials are within their rights to conduct administrative searches (for instance, searching lockers for drugs) when the search will be used for administrative purposes only, such as suspending a pupil.

However, if school officials conduct "police searches" which could result

in criminal charges, then pupils must be afforded all constitutional rights.

The judge said the school officials should have detained the suspect and then brought in the police to search and disarm the pupil. This would have had further complications because a parent or guardian has to be present when a juvenile is questioned about a crime. Under Oklahoma law *in loco parentis* does not apply to school officials in such circumstances, though this is the case in certain other states.

Supporting his assistant, Mr Lyle Young, headmaster of Madison, stated: "I am not sure that I want to stand next to a kid with a loaded gun waiting an hour for police to get a search warrant. We did what we thought right and we would do the same again. Our main concern was the quick confiscation of the gun." P. E. Burke



Kenya... 'can't survive without a past'

Kenya/Irungu Ndirangu

Country's history faces threat of extinction without student support

NAIROBI: History in Kenya is doomed to extinction, the Historical Association of Kenya has warned. To try to prevent this, the association has handed the educational authorities a 13-point programme of action which it thinks could save the situation.

No nation or people can survive without a past, the association says. History, like other arts subjects, was the first to suffer in the big rush for science and technical subject study in Kenyan high schools and universities.

At the University of Nairobi, students offer to study history only after they have failed to gain a place in the professions like engineering, medicine, commerce, law or education.

In high school, teachers have to persuade students to take the subject to O level, because it is not thought to lead to a job skill or career.

The trend towards the sciences was helped along by a careers' guide publication from the Government that had little space for historical knowledge. Poorly trained examination setters and markers and examination papers that were too hard also forced many students to give up.

The association has suggested: Making Kenya's history and her government processes a compulsory subject at O level, and in technical and vocational institutions.

Publishing a career information booklet to show students areas in which students with a historical background can get jobs.

Undertaking a review of the current history syllabus to make it more meaningful, manageable and applicable to Kenya.

Providing better in-service training. It also suggests that history panels be established at regional levels, and that research findings be better distributed to schools. The radio and television should be used more widely and salary differentials which favour science graduates in the teaching profession should be abolished.

India / A. S. Abraham

Indians will adhere to 1968 policy

BOMBAI: The Federal Government in India, which assumed overall responsibility for education five years ago (until then it was mainly under provincial control), has clarified that it will not depart significantly from the 1968 national education policy.

The move is meant to end speculation over whether Mrs Gandhi's Government, which took office last January, is going to retain some of the big changes in education policy which the preceding Janata government (1977-79) wanted to introduce but did not do so by the time it fell in mid-1979.

Janata had toyed around with scrapping or at least extensively modifying the three-tier formal education set-up, known as 10+2+3 (10 years in school, two in junior college and three at university). It had also envisaged far-reaching changes in the curriculum and syllabus at all levels. It felt that 10+2+3 and the educational content of that package were the fruits of Mrs Gandhi's malevolent genius and it wanted to do things differently.

Mrs Gandhi is now in turn setting her face against incorporating any of the changes that Janata had been contemplating. Her Government is reaffirming its commitment to the 1968 national education policy formulated by the Congress government of the time and since then an essential part of the Congress thinking.

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Requests for financial assistance should be made to the local authority or governing body; such assistance is entirely within the discretion of the employer. The Central Bureau will be able to make available bursaries of up to £50 to those participants from England and Wales who are not fully supported by their local authority or governing body. Participants will not be asked to make any contribution towards tuition fees. The Central Bureau is able to make group travel arrangements for participants.

Applications for the course should be made as soon as possible but no later than 28 February 1982. Application forms are obtainable from: Central Bureau for Educational Visits and Exchanges (Courses Section), Teacher & School Exchange Department, Seymour House, Seymour Mews, London W1H 9PE and should be returned to that address.

Further courses to be held in the summer in Germany will be advertised at a later date although registration of interest is welcome now.



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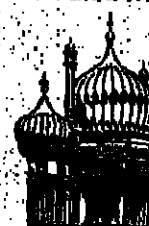
Applications are now invited for places on the course which will commence October 1982.

The course is intended mainly for teachers, advisers and administrators. It will study the significance for Education of the present nature and historical development of multi-cultural society in Great Britain. The course will be part-time over two years with tuition in the evenings.

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Talkback

Experiment ignored?

Roy Hopwood

Seven years of experiment have taught all those working on the JMB ALSEB/YREB/TWREB consortium pilot 16-plus English scheme that the more different kinds of writing by a candidate that we can see, the more confident we are in awarding a grade for expression.

It has also shown that problems of comparability and reliability connected with coursework can be overcome without the examination boards going bankrupt; and that, in order to discriminate among the higher grades, it is necessary to include questions on stories and passages which test ability not only to "read the lines" but also to "read between the lines", to evaluate and to appreciate tone, mood and style.

What is more it shows that spoken English has such a low correlation with written English that its assessment is necessary in any fair test of candidates in English.

Have all the 16-plus schemes been ignored as ours has by those who now have submitted documents on the new examination? No one on the "official" English working party, no one on the unofficial GCE boards' working party, no one on the English sub-committee of the Schools Council has bothered to ask us up in the north how we have managed to test the whole ability range so successfully for the past seven years.

Most of their members have had no connexion with 16-plus. At least the kind remarks made by the Waddell Report about us, and the fact that schools have flocked to us by raising their entry for our syllabus from 4,000 to 23,000 in seven years, ought to have alerted someone on one of these committees to the fact that we might be able to help them in their rush to meet DES deadlines.

At least HMI took the trouble to come to Manchester. Our last hope is that their report, when it appears, will have benefited from those visits.

The whole future of examining, and therefore the teaching of English for the next twenty five years, could be threatened by what is being produced by pressure groups with little or no 16-plus examining experience.

The problem is that the "official" working party representing GCE and CSE boards, having met seven times and having consulted "several documents" (unknown) and having more "informal contacts" (over a pilot?) with "various interests" (which?), produced a milk and water document.

This was praiseworthy as far as it allows itself to go; but then the GCE boys took such fright that they set down their own working party to knock down spoken English and coursework.

The JMB which had cooperated on four out of the eight pilot 16-plus



English schemes, which by 1977 were already catering for 40,000 candidates out of a total pilot 16-plus candidature of 42,500, had no truck with these latter-day Custers of the GCE English world. They were not represented on the GCE committee. So their experience - the only significant experience of 16-plus English examining - was lost.

As if to show again that GCE English has failed to stretch the ablest candidates (as well, of course, as to those the less able), the GCE committee has stated in its report that for a grade 3 (the present grade C O level) candidates in comprehension need only to have shown "that they have clearly understood much" ("how much?" of what is explicit in the material), "an ability to paraphrase words or phrases in context", "connexions and links between details", awareness of structure and an ability to register its total effect".

Interferential, evaluative and appreciation skills, all arguably of a higher order, are not required.

Yet, as Lunzer and Gardiner pointed out in *Effective Reading*, these can be developed by good teaching even in 10-year-olds. We, in the north have successfully developed questions to test these challenging understanding skills.

Candidates would rather read a story which is relevant to their world, reflect on what they read and answer challenging questions than to have a passage on the British Raj in India and jump through those precise GCE hoops: what the GCE committee calls "well-defined exercises", presumably a euphemism for the close-ended question, easily standardized, but a living death in the classroom for children preparing for this kind of examination.

The GCE committee is obsessed by costs. Coursework and spoken English "are costly in terms of time and resources for both boards and schools". But ought we to let such matters interfere with demands for higher standards of examining and, by extension, of teaching?

The Schools Council Report on 16-plus English is surely right to see course-work as the only way to deal with the range of work needed to assess a candidate who at O level has been judged on one or two pieces of writing: "a higher grade should be awarded to pupils who show that they can undertake a wide variety of writing".

Today a GCE O level candidate can gain grade C if he can write a story and (in some cases) a letter. But can he set out an argument? Can he describe, explain, give instructions? Again GCE O level papers set their sights too low and will probably continue to do so, if the GCE committee catches the air in high places: it wants "a minimum assessment burden for the candidates". Must society be content with "a minimum"?

K. Davidson, of the University of London GCE Board, who purports to act as reviewer of all the reports so far published, is convinced that "the primary objective" of written English is to give "simply some evidence of a coherent use of written language".

So simple to mark? I cannot avoid the suspicion that members of the GCE committee are looking over their shoulders at those thousands of teachers who every year meet for one standardizing meeting and then become "examiners" in whose hands the future of our children is placed.

Perhaps we have to keep it simple until we have the kind of training of examiners which the Schools Council document rightly calls for. Examining at the end of the twentieth century must cope with greater complexity of question and candidate response. It must be professional.

Roy Hopwood is co-chief examiner of the JMB ALSEB/YREB/TWREB consortium, which since 1974 has conducted a pilot 16-plus scheme of examining English. He is also head of Cyres Comprehensive Lower School, Powis, South Glamorgan.

Identifying talent

Cliff Denton

In the summer, I coached a 12-year-old boy in mathematics who achieved a grade A at O level.

My young pupil had special withdrawal for mathematics (two hours a week tuition after school, paid for by Oxfordshire County Council). He is a generally able boy, well balanced socially, and not a misfit in any sense. He attends his local comprehensive school, having gone there one year early.

He was discovered at primary school to be requiring more in mathematics than his teacher could satisfy. His head teacher applied for it, and as a teacher from his local comprehensive school, I began teaching him for two hours a week.

The boy was fortunate to have sensitive teachers with initiative.

Chance could have equally put him into a different school where, even if his talent were realized, no action would have been taken. He was fortunate that the I.C.A. was caught in a good mood, and were willing to experiment.

He is the only able child in the county supported in this way. His continued support was almost lost this year - financial cuts being what they are - though common sense prevailed. I am now looking towards A level with him.

At secondary level, timetable constraints and overworked teachers make it difficult for special arrangements to be made for individual needs such as this boy has. These needs will grow now that he has been accelerated. He will need special support, but we cannot be sure

the system will be able to cope with his particular demands.

What provision should be offered in these cases? In two hours a week with little in the way of special material and work in isolation, the easy option is to strive for O level and "broaden" where possible. I believe this is a reasonable option in mathematics, but I would not be so happy with the same strategy in all subjects.

It is hard to identify talent such as this boy shows. It took some time of working with him before I was convinced of his ability, the clues being hard to untangle. Even now I do not know in which percentile of pupils with mathematical potential to rank him.

Whatever it is, there are some like him - some a little better, some not quite as good - who could be challenged with work of a standard high above their current expectations.

Cliff Denton works in the University of Oxford Department of Educational Studies.

features

Do we get the teachers we need - or simply those we deserve? What should be done about obvious misfits? Should teachers be compulsorily 're-tested'? Is their training sufficiently geared to classroom needs? In a special feature section, The TES looks at these and other questions concerning the quality of the men and women in our schools

Not so much a purge...



John Honey defends his controversial idea for a compulsory re-assessment of the performance of serving teachers



How would you react if you were told that this year you would be called upon to re-take your driving test? If you had substantial driving experience you would be highly annoyed. It would be little use reassuring you that anyone with your record of proven competence would have nothing to fear. Even though you were intellectually persuaded that the test is a formality, the whole notion is unnerving, even threatening. Your comments on the bureaucrat or politician who decreed that all licences expire after a fixed period would be unkindly.

A similar reaction greeted my renewal, a year ago, of the idea of the regular re-certification of teachers, perhaps on a ten-year basis. This suggestion, likened to an MOT, was made in the context of a proposal that, in a world of diminishing resources, we should re-order our priorities in teacher education, concentrating on ensuring the updating of professional competence by extensive in-service provision. I pointed out what seemed to me the illogical of a system in which there was no organic relationship between initial training, the probationary year, and the 40-plus years of the teacher's career.

Consider for a moment the accumulation of changes that teachers have had to face in the past two decades. They include comprehensive reorganization, often accompanied by a change to co-education; mixed-ability teaching; Rosias; a general move from small to larger, sometimes huge, schools; radically new teaching styles in primary schools; the consequences of immigration; and exaggerated problems of indiscipline, especially in our inner cities.

The sheer weight of these problems has exposed the false belief that teachers can be declared competent for all time, and for all types of teaching situation, by an examination that takes place around the age of 21 and before they have embarked on their careers. To that extent, all initial teacher training involves an element of sham and pretence. For some reason, which nobody is able to explain, initial training must be compulsory and must involve an assessment of the student's teaching competence, whereas in-service training involves neither compulsion nor proof of competence.

My innocent suggestions to remove some of these anomalies were met with howls of rage and personal abuse by the National Union of Teachers in their journal *The Teacher*. Nobody offered to answer my case, except by the contradictory assertions that the assessment of a teacher's continuing competence was an impossible task, but that, when it was being done, teacher-educators were the last people who had any right to take part. Predictably, perhaps, NATFHE spokesmen, in language reminiscent of the political systems of Eastern Europe, have likened my proposals to "demanding a purge" of teachers.

Teachers' union spokesmen who criticize my proposals as "populist" are notably silent when Caroline Benn describes her Socialist Education group's attack on church schools as merely a demand for "democratic accountability and control" - which is all I am asking for in respect of the competence of teachers. And the same unions who deplore the timing of my proposals in a period of low morale among teachers must accept a large share of the blame for the fact that, in the 1960s, when they had the power to call the tune, they did not secure the institution of effective machinery for ensuring the updating of standards.

One point I will readily concede, this is a bad moment to appear to be laying in to the teaching profession. With massive cuts in resources, declining secondary school rolls and increasing redundancies, it seems a cruel time to start arguing for reforms to put even more pressure on school staffs. But let us take careful note of what is at issue.

The present defects in the format of teacher training, and the consequent inability to respond to the demands on the education system in the 1980s and 1990s, require the implementation of a programme of radical reform which will cost money. To persuade the community to invest in more effective teacher education, the profession will have to offer, in return, a greater degree of accountability for its competent performance than it does now.

Defenders of the present pattern need to be able to give an answer on the three direct challenges I have put forward. First, does the existing system permit any incompetent teachers to continue teaching for more than a few years? Secondly, does the system offer sufficient reward and encouragement to competent teachers, who are of course the overwhelming majority, to maintain and improve their performance? Thirdly, given the financial constraints and the demand for greater accountability, where should our priorities lie?

Should we make our first priority those ingredients of teacher education which are provided before the student-teacher has begun his or her career, and which are offered to all such student-teachers, irrespective of whether they will ever become long-serving members of the profession - or indeed whether they will actually enter teaching at all? Or should we

put our money on long-term and systematic updating and upgrading of the competence of the already committed teachers?

The accumulation of changes which we saw teachers having to adjust to in recent decades are, of course, not the end of the story. The present pace of technological, economic and social change constitutes no less than a revolution, and it must seriously be doubted whether teachers can be expected to make the necessary adjustments without a massive programme of in-service re-training.

The Bullock Report - remember? - showed in 1975 what a formidable proportion of established teachers of English Language (a key subject in everyone's core curriculum) had no recognizable qualification to teach it. It also revealed the pitiful proportions of English teachers touched by in-service courses, and went on to make recommendations about the need for teachers of all subjects to gain an understanding of the implications of language, "across the curriculum", which could only be obtained by substantial in-service training. This has simply not taken place.

A greater understanding of the implications for schools of multiculturalism and of the microcomputer are two further areas in which serving teachers can only equip themselves by the effort and self-sacrifice involved in participation in courses and workshops. And even these important areas appear almost trivial compared with what may be the most serious challenge this century to the ethos of schools and the way we motivate pupils to learn. A substantial proportion of young people may have to go through school in the knowledge that they will never enjoy anything resembling the 40-hour week working life of 40 or 50 years which they, and society, have taken for granted for nearly half a century.

If teachers are to come to terms with the classroom implications of all this, and to take on all these other inputs we will require of them, then we will need to improve staffing ratios and allocate study time in ways that will call for a substantial re-allocation of resources to in-service training. If this is to happen, those who foot the bill will demand as an elementary measure of accountability that such in-service provision contain elements of compulsion and of re-certification.

Nobody wants to be treated by a doctor - or have their house designed by an architect - who has not kept up to date in knowledge and professional skills. At present, there is no way of guaranteeing this in either case, though the element of freedom to choose one's GP or architect offers some security. This does not exist for state school parents.

In fact, both the medical and architectural professions are expected to introduce measures to ensure the updating of professional competence. It would be ironic if the teaching profession were to lag behind. With many specific skills rapidly becoming obsolete, we need to establish the principle of regular re-certification in all occupations. Many people feel that, for example, some inner city problems might be reduced if the police underwent re-training in aspects of multi-racialism.

There seems to be reluctance among tutors on PGCE courses to fail students, even though they have doubts about their competence as teachers. This would appear to underline what is now obvious: the real certification of all teachers must be rooted in long-term success in the classroom.

Yet, even as I write, the CNAU is urging recognition of four years rather than three as the standard length of pre-service BEd courses, and the universities are suggesting an extension of the PGCE to two years.

Somebody, somewhere, should be urgently raising the query whether this is the most sensible use of resources. The consequences must surely be that more effective and systematic school-based in-service training provision will now simply not happen.

Perhaps the "MOT" label, or the comparison with the "repeat" driving test, are not so helpful, after all, as a shorthand description of what I am arguing for.

It may be more of an "advanced driving test" which is far less threatening, because the possibility of failing carries so little shame. Above all, it symbolizes what the present system signally fails to provide, which is adequate recognition, encouragement and reward for sheer teaching skill.

John Honey is professor of education at Lutterworth Polytechnic.

features

What shall we do about the time-servers?

The performance of teachers who are bored, burnt-out, lazy or poorly qualified is increasingly coming under the spotlight, as heads look for ways of losing their weaker staff. Phillip Venning reports

As the tiny minority of those who are completely unsuited to teaching disappears, the pressure is now on to do something about the much larger block of teachers, often still in their 30s or 40s, who have lost all interest in their work. But few heads see much chance of sacking them, as Sir Keith Joseph, the Education Secretary, would like. Some heads have been forced to adopt what they admit are devious or even unethical methods to push out their most troublesome teachers, without going through the painful, official procedures. These include making life unbearable for the teacher by giving him or her an unpleasant timetable; shaming the teacher in front of colleagues or governors by drawing attention to poor exam results; or threatening constant supervision in the guise of "concern".

One head's test of competency was, 'Would I like my own children to be taught by this man or woman?' By that measure, nearly one in seven of his own staff were incompetent.

Individual heads admit that they have had to dismiss or ease out teachers who are indisputably incompetent - those who cannot keep order, who fail to do their duties, and whose teaching is so bad that it alienates both children and parents. One typical head said that it has arisen five times in 16 years.

But there is a fairly general agreement that the "really ghastly teachers" are rapidly disappearing, both from maintained and independent schools. Prep schools are far less able to accept the misfits and incompetents than some did in the past. The general shortage of teaching jobs has greatly improved the quality of newly qualified teachers, and the increased pressures of school life, particularly in inner cities, has forced many of the really hopeless cases to abandon teaching voluntarily. One remaining difficulty is that these true incompetents have often been taken on in desperation to fill shortage subjects, such as maths, and may still be hard to replace. In the past, according to one head, there were ways of alleviating them, by giving them light timetables or by pushing them into "soft" jobs. But schools can no longer afford these options.

Secret black lists

Some authorities have been drawing up secret lists of incompetent teachers, TES inquirer has revealed. In many instances these lists have already been prepared for the Education Secretary. But in some cases the lists of incompetent teachers are now being kept away from the lists. Inquiries on the lists varied from 20 to 40 in some medium-sized authorities to over 70 in large cities. Some authorities have been drawing up these secret lists for two years. In most of these authorities, only a handful of teachers on the black list is still in service. Others have taken early retirement and gone quietly. In one authority, 75 per cent of the total teaching staff have retired early in the past

three years - many of them under persuasion. In a third city - where all but two of their original list of failing teachers have left - younger ones have also left. All the education officers emphasized that the problem of dealing with incompetent teachers had nothing to do with the problem of reducing the teacher force. They stressed that dealing with the failures is extremely costly, both in money and time. Most offer all "black list" teachers in-service training. Most struggle to find them jobs they can cope with, putting a considerable load on both school staff and advisers. Attempts to sack teachers is exponentially expensive, as senior administrators for days on end are required to fight cases that

the teacher will still be on the strength at the end of the line. "Dismissal is only comparatively easy if there are clear health reasons, and we can't bring in the medical," said a CEO. But the climate of opinion among administrators, advisory staff and union officials has become much tougher minded. "I don't know whether we're raising our standards or whether people's performance has deteriorated," said a city CEO. "The union people are always understanding and cooperative in principle," said another. "Provided you accept that they'll work a double standard in public and in private, and you don't trip up on agreed procedures, in the end nothing is more willing to teachers than having incompetent teachers on the staff."

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But in individual cases it may be possible to find a job within the school at which the person is genuinely good. All heads agree that their main concern should be trying to discover the good points of their weaker staff and build on those. One head favoured a regular series of interviews between year and department heads and each member of staff, to discuss their work and iron out problems as they arose. Another head thought more should be done to include children in course evaluation.

When a teacher has to go

There is no nationally agreed procedure for dismissing a teacher but most authorities have locally negotiated agreements. In a well-run and prudent authority, the principal stages - based on the 1944 Education Act and recent employment protection legislation - would be these:

- Identify the misfit - The easiest stage, according to most heads. There may have been complaints about, for instance, the teacher's inability to control a class, or failure to set and mark work.
- Try to sort out the problem on the spot - The head, with the help of senior colleagues, will try to give advice. An independent arbiter, usually the local authority adviser, will be called in and may recommend reading, in-service courses, attendance at a local teacher centre or even a move to another school.
- Give warnings - Two formal warnings must be given; the first may be oral, the second must be written and warn that a recurrence or failure to improve could lead to dismissal.
- Full documentation must be kept throughout these early stages, which will probably take about a year and require great tact. If there is no improvement:
- The school's governors will consider the case and make recommendations - For a head, there will normally be two governors' meetings within 14 days, for an assistant teacher only one. The teacher has the right to state his or her case and to be accompanied by a friend at the hearing(s).
- If the governors recommend dismissal:
- An L.e.a. committee must confirm the dismissal - Again, the teacher has a right to put his or her case and may, if he or she loses:
- Appeal to another L.e.a. committee - If that fails, the teacher may take a claim for unfair dismissal to an:
- Industrial tribunal, where the chairman (a lawyer) and one representative each of the employer and the union, will consider both the reason for dismissal and the manner of it. The final stage is:
- The Employment Appeals Tribunal, which can deal only with questions of law. The position of inefficient or unsatisfactory teachers in Scotland has an added dimension because of the existence of the General Teaching Council, registration with which is compulsory for school teachers.

Probationer teachers are considered for full registration with the GTC either immediately on completion of their two years' apprenticeship or later if the council decides they would benefit from an extension of the probationary period. If the GTC decides, on the basis of head teachers' reports, that they are still unsatisfactory, their provisional registration is cancelled. This group has formed a tiny proportion of the total in past years - 13 in 1981-82; 4 in 1980-81; and 15 in 1979-80. Around 3,000 probationers are granted registration each year. Thereafter the GTC has nothing to do with the quality of individual teachers except when they are struck from the register for disciplinary offences.

Bishop Grosseteste students have classroom skills at their fingertips, and insight into what makes children tick. The college makes something out of ordinary youngsters that other colleges don't - and the exceptional ones are really exceptional.

This view of the primary teacher training offered by Bishop Grosseteste College in Lincoln came from Roy Storrs, Shropshire's primary adviser. Other primary advisers and heads round the country agree with his judgment. Last summer, 70 of the college's 100 or so leavers had jobs by the autumn term - heads and advisers kept ringing up, asking for suitable candidates. By the end of August, those ringing up were disappointed. The college had run out of leavers they could unequivocally recommend.

Bishop Grosseteste is a small church college with 460 students, almost all of them following a teacher training course. (There is also a general degree course, and a joint course with the local theological college). In the past couple of years, they have been students determined to go in for teaching in the teeth of opposition from parents and careers advisers. The most unusual bit of the Grosseteste course is the third year (still the final year for some students) which is entirely devoted to "professional studies". During that year, students spend all their time either with children, or working at their own level in the style the college thinks primary children should work. The students have to write up this work in eight "assignments", which Nottingham University, which validates the course, has agreed can constitute the students' academic work for the year.

At the end of the second year, classes of children from chosen schools, old hands at the sort of Plowdenish primary work the college believes in, come up to Lincoln with their teachers for a residential week, working in Lincoln, Grimsby and the surrounding country and coast.

Each student takes responsibility for one or two children - for their work, under teachers' and tutors' guidance, their play, toothbrushing. The children often produce work of astonishing quality, and the student being to see what is possible.

Over the summer, the students produce their first assignment. They take a piece of seaweed, or a plant, or a rock, study it, write up both the results and what they learn about learning while doing it. (Write in word - a lot of the work is drawing and charts and diagrams, all got up in beautifully designed books).

"Perhaps I learnt more from my field than from the actual plant and will be more sympathetic and helpful to the child," "hates topic," wrote one. "I found this reference was my book on seaweed," another, after her first go at teaching in school.

In the autumn term, the students flood local schools in groups of 16 or so with tutors, and take over all the work of two or three classes of children for two weeks. 16 students at work in two schools, towards the end of the first week.

In spite of their numbers they seemed to be in easily. Each had charge of two or three children. They were again working mainly environmental studies - taking children collecting seeds or pond animals or spider mushrooms.

They had started by laying out the room to fit the work, deciding where to put scissors and microscopes so they were accessible. After four days, there was a lot of work already on display. The students they had not really believed that infant young children would work for any length of time on one topic. But already they seemed to be running out of time to follow up all the ideas that had come from their small spiders.

During the two weeks, the students also had to keep the children going on regular reading and maths. The teachers, as well as the tutors, were on hand to help advise at appropriate levels and techniques. "I met Jean Aldridge, the experienced infant teacher at Winthorpe school near Newark, helping a student to hear reading. "Talk about the book, give her the words she'll need before she starts," she said. The student took the right away, and saw the difference in the child's confidence.

"They make great strides forward in the few days - they realize how effective they can be," Maureen Geddes, one of the college tutors, said. "Unless you can do something excellent with two or three children, you never do it with 30." John Pittman, head of

features

'It's what I came to college for'

Pressures to let academic and theoretical work dominate teacher training have been hard to resist in recent years. Virginia Makins describes one course which is attempting to reinstate practical classroom skills

Potterhanworth village school, said. At dinner times and after school, students, tutors and teachers meet to discuss the implications of the work. The talk ranged from the relevance of Joan Tough's studies on language through tips about spelling to the importance of washing the glue off scissors before putting them away. At the end of the fortnight they meet parents, and discuss the work with them: the college believes it is vital to make students articulate about what they are doing, and why.

Later in the autumn term the students visit the schools of the children they met in the summer, seeing how the teachers work and staying in children's homes. They spend another week in large groups in another local school, working with pairs or threes of children on writing and language.

Back at college, they practise the kind of creative arts that they will expect children to do, they work in the college's primary base, laid out like a gigantic classroom, with messy area, book corner, and impressive displays of students' and children's work. They read and discuss children's books, and work on maths.

In the spring term, they have a longer bout of school practice, working with larger groups of children. Their final teaching practice comes in the summer, when they work with a whole class for six weeks. In between, they continue the college work.

All the students do at least one sustained science topic, taking something like a bicycle and working on what can be found out from it about levers, air pressure, cogs and so on. "We don't give them as much scientific knowledge as some colleges," says Peter Stopp, the science specialist on the team. "But we give them the confidence to tackle science with children."

The course has its critics. Some say the college is peddling too homogeneous a style of working, and point to the monochrome displays on corrugated card, the teases in every classroom, drawn, weighed, measured, written up in italic script and made into Mrs Tiggy-winkles.

"They don't always extend the work as much as they could - particularly in mathematics," one adviser said. "They draw and observe snails - but they don't always take it further. But that's asking a lot - many young teachers come out of college unable to handle the first stage."

Others say whole important areas - such as multi-ethnic education - can be completely left out by Bishop Grosseteste students. The college is unrepentant - they do not believe that theoretical lecture courses will help students much in practice. Instead they give them the option to work for two weeks in good multi-ethnic London primaries.

"Our aim is to get students intellectually engaged while doing the job," Len Marsh, the college principal, says. (Mr Marsh was one of the people who started the similarly practical postgraduate primary course at Goldsmith's college written up in *The TES* on September 26, 1975.) "We're not selling the intellect short. The students seem to respond with enthusiasm. "It was the hardest year I've ever done - physically and mentally. But it's what I came to college for," a fourth year student said.

Several students said they really had not believed what tutors said about how to get children to learn. "At first you do it that way because you're told to - you don't expect it to work. Then you go in and discover it actually happens." A few students every year cannot take the pace, and drop out into the general degree.

Until this year, the Grosseteste third year has been tacked on to a pretty conventional teacher training mix of main subject and education theory. This year the professional studies course has pushed down into the first two years, and gets equal time with the other two components. All students work on primary language and maths, and choose courses in different aspects of primary science, creative arts, religious education and so on. They also get opportunities to try things out with children.

I saw two language classes - practical discussions of how fluent readers set about reading, and how to help children learn to do it. The students seemed delighted with the work. Once again, they said "This is what we came into college for."

"Bishop Grosseteste gives students a real survival kit," a primary adviser said. "And they know their students' capabilities. If they say a young teacher is good, they will be. That isn't the case with all colleges." And a Lincolnshire primary head, whose school is regularly flooded with students, said: "I pray that the national situation gives them a chance to do it - not for their own sake, but for the sake of the profession."

"Unless you can do something excellent with two or three children you will never do it with 30" - head teacher. "We don't give students as much scientific knowledge as some colleges. But we give them the confidence to tackle science with children" - college tutor.

Photographs by Peter Addis.



Conforming to type

Cedric Cullingford finds some hopeful shifts of emphasis in the newer training courses

It has been a bad time for teachers and for teacher education. The decimation of the teacher training system and the waste of resources, both human and material, has left little encouragement for optimism.

The diminished opportunities for teachers and the lack of support for their work as seen in the disillusionment of many head teachers has coincided with a widespread rejection of the belief in the possibilities of education as a means of benefiting a civilized society. The scars of personal suffering that came about through rejection and redundancy still show in those who are in the system, and reveal themselves in defensiveness between institutions and antagonism between different types of institutions. It seems, therefore, a difficult time to be positive about the future.

But there are signs of a real and significant shift taking place. Beneath the rhetoric about power and control over numbers, and in spite of the more negative aspects of recidivism, there are two important changes which have emerged and should be encouraged. These changes have come about both because of, and despite, the changes imposed upon the system from the fall of the birth-rate and the diminution of resources.

The first shift in teacher education is one of emphasis, and has far-reaching consequences. This is that education is, at last, being defined as a discipline in its own right. For years, the desire to have academic "respectability" was seen in terms of a parody of other subjects. The tradition of professional studies was lost in a welter of adaptations of other disciplines.

Thus colleges of education dealt increasingly with all the "ologies" of education, . . . history of psychology, sociology of philosophy of . . . anything, it seemed, but education itself. This has at last changed. The new degrees that are being put forward are being worked out not in relation to other existing disciplines, but in a greater belief in the central material of children and the classroom about which teachers can feel confident.

There are many signs of this new appreciation of the practical aspects of education as intellectually "respectable". The latest BED degrees concentrate far more strongly on work in the classroom, basing many of the ideas on the experience students can share with their tutors and teachers. Teaching practice is not only playing an increasingly important role in the new degrees, but in being related far more closely to the rest of the course.

An increasing amount of educational research, such as the "Oracle" studies, is actually engaged in looking at styles of teaching and learning in the classroom, rather than in experimental work designed to parody the traditions of science. While it will be some time before universities recognise that education exists as a subject, the first moves have been made.

This has inevitably led to the second significant shift in emphasis: teachers themselves have, as it were, been "rediscovered" as the most significant part in the development of education. Their role in teaching practice, or in the teaching of degrees, makes their involvement crucial.

Not only do lecturers have to demonstrate the knowledge of classrooms that comes with experience, but teachers from classrooms are increasingly used to demonstrate their own experience to clarify the issues for students. The relationships between teachers and lecturers has become far closer.

One sign of this new relationship has been the vast increase in in-service courses in the last few years. The new relationship between schools and colleges is inevitable both through in-service courses, with the greater involvement of teachers in the work of higher education, and through the increased interest of those in higher education in the work of teachers.

It is ironic that after several years of expansion, when new university departments tried to take education away from schools, the new dialogue between schools and colleges comes about at a time of diminishing resources. This is, however, not a necessity, but a natural concomitant to its realization that what happens between the teacher and the taught is important, and needs to be articulated.

Both these developments have strong implications for the future. It seems inevitable that, after the defensiveness of educationalists in their confrontation with the rest of higher education, will come a belief in the importance of what they are doing. The degree in education will one day be established in its own right, without any dichotomy between theory and practice. It will be as natural to see actual experience as central, as it is to have experiments in science.

The result will be that teachers know they have not only professional competence but an academic articulation which they can share with their colleagues. In a few years' time, in the natural cycle of development of new subjects, people will look back and wonder why education was never studied before, except in a primitive way.

The redefinition of education as a study has come about despite cuts in resources. To some extent, the cuts have even encouraged such redefinition by concentrating teacher training on far fewer centres, and by making colleges aware of what was taking place elsewhere. One of the original ideas in the ironically titled paper *A Framework for Expansion* was that teacher education should be more central to the mainstream of higher education. The result of mergers and absorptions into polytechnics was that lecturers realized the folly of parodying other subjects; they realized the need to develop expertise of their own.

The process of concentration on fewer cen-

tres of teacher education is one that is likely to continue. Despite the loss of genuine expertise - no one ever suggested that the closure of colleges were based on rational grounds, or on clear principles - it should be beneficial. The benefit will come not just from the negative arguments about a better use of resources, or the rational argument that a small college cannot even begin to teach all areas of the secondary curriculum.

It will indeed come through the more hopeful argument that the expertise of a large institution can be made available to the educational community. The opportunities of new developments with local authorities, through professional centres or different modes of study, are immense, and are waiting to be taken up the moment institutional rivalries disappear.

The development of in-service courses has been fairly piecemeal, involving a wide range of subjects, and a muddling range of titles. But underlying them all has been the implicit assumption, that, what teachers know through their experience is valuable, and that teachers themselves should be the ones most closely engaged in "research". Thus, although the idea of induction into the profession, either as a measure of extending the PGCE or as a greater use of the probationary year, has been ignored for lack of resources, the new relationship between teachers and lecturers will make it an inevitable development.

This present debate about education, in so far as it goes beyond the question of numbers or money, is concentrated on the question of the curriculum. The DES and other organizations in their surveys, and the I.e.s in their development of evaluation have all pronounced on the curriculum. While much of the debate remains superficial, it is a sign that the shift of emphasis away from sociology or psychology is spreading further than the colleges.

Concern with the curriculum is at least a stage nearer an interest not only with what children learn, but how. Just as a new generation of teachers is being produced who have a greater sophistication of classroom practice and awareness than many teachers had in the past, so there will be a new generation of lecturers whose expertise lies firmly in the classroom. Ultimately the whole profession, even those who control it, should have the mastery of the subject that makes dialogue as well as principles possible.

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Back to the classroom?

Michael Duane, former head of Rivinghill School, suggests that teacher training fails to take into account the varied social backgrounds of school pupils

Most teachers grudge the participation of parents and pupils in education, and hold old-fashioned ideas about discipline and the government of schools.

In looking for reasons for this, I surveyed a random sample of reports written by heads to colleges of education. More than 50 per cent of the heads urged that the young people recommended should be accepted because they had professional or middle-class backgrounds, or "ambitions" identified with the values of teachers; avoided unseemly dress or behaviour; never held left-wing political opinions; and were not "high-flyers" who would leave the profession.

Before the war I took a postgraduate teachers' diploma. The course included lectures on philosophy, with special emphasis on John Dewey. It was most appropriate in conditions of democratic societies, or psychology, with particular reference to Freud, and education.

tional history. Other lectures covered methods of teaching, particular subjects.

On two days a week we undertook teaching practice, at first observing experienced school staff. Then, under supervision from experienced teachers, and then by ourselves, we tried "our hand" at actual teaching. Notes of each lesson had to be prepared, showing the aims of the lesson, its relation to preceding lessons, and the methods and materials to be used. Further comments were added after the lesson to indicate the pupils' reactions.

A tutor would occasionally arrive to observe, and sit at the back of the classroom taking notes. How productive the subsequent tutorial was depended on the quality of the tutor. I was lucky to have a sensitive and brilliant woman who was obviously disappointed if the lesson had been "good", with the boys attentive and responsive. After a "bad" lesson she positively glowed,

and from the ensuing discussion would flow a stream of insights into how children think, what would hold their interest, and what makes a good teacher. The student who had come expecting a "rocket" would leave encouraged and inspired.

For the student the object of training was to get the diploma that would allow him to teach in grammar schools. But he had no sooner found a job than it was made clear to him that he was still on probation. Such a system ensured that the new teacher had to conform closely to school habits.

Conformity was required not only in keeping to the curriculum, using the approved teaching methods and setting and marking homework, but, especially important, in maintaining discipline in class - the topic that had never officially been discussed during the year of training. Individual tutors might have warned their students to pay heed to the customs of the school, but the subject of "discipline" and its relations to the subject taught, the teaching method, the personality of the teacher, or the background and social position of the pupils' families, were no part of the course.

One morning, after a maths lesson on growth curves in which the boys had enthusiastically made simple slide rules as an introduction to logarithms, I entered the staffroom for a cup of tea. A senior member greeted me in a stentorian voice, "Ahi Duane, I was about to enter your room to quell a riot when I saw that you were there!" Later I was summoned to the senior assistant's office and lectured on the advisability of not "currying favour" with the boys: some had been seen talking to me and laughing while I was on playground duty.

During the past 15 years I have visited over a hundred colleges and departments of education. There used to be interesting attempts to link the colleges with the teaching practice schools by, for example, appointing teachers

to the college staffs on a part-time basis of a year, and then returning them to their schools with special responsibility for students' teaching practice. But no longer.

School heads and staffs favour an apprenticeship system based on the school; colleges and departments see such a system as too narrow, and likely to degenerate into the teaching of tricks of the trade. They claim that the present arrangement gives students a broader perspective. They seek to produce not fully trained teachers, but men and women who have been introduced to a larger vision of what constitutes a teacher, a vision that will lead them to continue to improve their understanding and skill.

One cannot teach in a state school without training (unless with expertise in short supply such as in maths or science). Yet the present system, and particularly the public schools, ignore training. But they do demand of their teachers a social background similar to that of their pupils; education in a comparable public school if not, indeed, in the same school, and high academic qualifications, preferably from Oxford or Cambridge. This ensures an identity of values and a continuity of behaviour and tradition they feel to be necessary in building up a well-educated and socially cohesive elite by providing an education that squares with their social function.

Comprehensive schools, on the other hand, have to define aims that will apply to all children. Not surprisingly, teacher trainers play safe and concentrate on the cultivation of high academic standards. But how can they with conviction teach values, skills and attitudes that are equally acceptable to parents who are bank clerks, doctors, lorry drivers and miners?

Michael Duane was until recently a lecturer at Garnett College of Education, Roehampton, London.

World war won?

by Harry Rée



Edward Campion Vaughan

Some Desperate Glory. Diary of a Young Officer, 1917. By Edward Campion Vaughan. Frederick Warne £9.95. 0 7232 2775X. Voices from the Great War. By Peter Vansittart. Jonathan Cape £7.95. 0 224 01915 5. November 1918. The Last Act of the Great War. By Gordon Brook-Shepherd. Collins £12.50. 0 00 216558 9.

Ever since 1914 there have been deep doubts about the Great War. Was it justified? Was it finished? Was it won? Such doubts partly explain why that war continues to produce literature. These three productions are very different; but they all raise doubts. We might be excused from thinking that the sources of personal anguish which moved a Wilfred Owen, a Sassoon or a Blunden had by now been run dry; of course they have, but Edwin Vaughan's diary comes from the same source, though for a variety of understandable reasons, comes to us 64 years after it was written. It is still fresh, impressive and horrifying. Peter Vansittart's anthology over-reaches itself. He offers a huge and varied menu, but even if taken *a la carte* it is indigestible, and many of the items don't survive re-heating. Brook-Shepherd's panoramic picture of the War's End is brilliantly put together and is an example of journalism at its best. For in spite of the size and variety, readers will be left with their intellectual digestion not merely functioning well, but improved, and aroused.

Edwin Campion Vaughan, when he joined his regiment in France in January 1917 was not a very likeable young man. He makes little attempt to conceal his dislike of many of his fellow officers, nor their dislike of him. But the story, and his character, go through eight months of bitter and brave development. He was a "clean young Englishman", a practising Roman Catholic with a puritan streak, disapproving of the "indecent songs" at a troops' concert, and of a brother officer who went round the messes, rather tight and being "musically vulgar". But he enjoyed his food and drink, and (at a distance) the company of pretty young French girls; and he showed a sensitive feeling for sudden glimpses of natural beauty - wild flowers in a meadow, or moonlight on the snow as his men were laying wire.

His style would have brought no criticism from Sir Ernest Gowers, even though his plain words often achieve a kind of poetry. (He carried a copy of *The Golden Treasury* with him through the war.)

During the early months covered by the diary, when his regiment was engaged in desultory trench warfare around Peronne, he describes well the ludicrousness, the inefficiency as well as the pity of war. The physical closeness of the German soldiers who were trying to kill him, and whom he was trying to kill comes out clearly. As does his often expressed and genuine fear.

He has plenty of pictures of man's inhumanity, but doesn't restrict himself to men. "At Epéhy cross-roads we found a huge cat squatting on the chest of a dead German, eating his face. . . . I sent two men to chase it away. . . . It sprang surlily at them but they beat it down and drove it into the ruined houses. Then we walked back the sack was heaving up and down, and there was pretty puss still rearing and tearing at the body. So we shot it and continued our march." Raiding in No Man's Land, he became a brave and resourceful officer; and he enjoyed it. He enjoyed too the high jinks and practical jokes, the brief moments of real comradeship, especially with his men. When discussing with another officer the

possibility of being sent home with a slight wound he said: "I think it's much more fun out here."

Their first introduction to Ypres was on a rainy night and to the calm stinking waters of the Yser canal. "A dark green swamp wherein lay the corpses of men and bodies of horses, shafts of wagons and gun wheels protruded from the putrefying mass. . . ." Later, in a trench: "Everywhere there were bodies, English and German; sinking back into my mud chair I looked into the face of the body beside me, he had a diamond shaped shrapnel hole in his forehead through which a little pouch of brains was hanging. . . ."

They were ordered to attack: objective, a German held "pillbox". "From all sides in the darkness came the groans and wails of wounded men; faint, long sobbing moans of agony and despairing shrieks. It was too horribly obvious that dozens of men with serious wounds must have crawled for safety into new shell holes and now the water was rising about them and they were slowly drowning. And we could do nothing about them. . . . Dunham was crying quietly beside me."

The attack was over. They had made no ground. The German pillbox had been taken. They had been relieved. Vaughan counted the cost. "Out of our happy little band of 90 men only 15 remained. . . . (so this was the end of D company. Feeling sick and lonely I returned to my tent to write out my casualty report, but instead I sat on the floor and drank whiskey after whiskey as I gazed into a black and empty future." That is the end of the book.

Peter Vansittart's collection is a "pot pourri", and the pieces he has chosen include a large number of ephemera which would better be left to rot. His aim, clearly, was to do something which has not been done before, to bring together a selection which would mirror all aspects of the war, whether at home or at the front; in fact at the various fronts, but the French and German "voices" are much muted in translation. So, in chronological order, we have snippets from newspapers, jingles from music halls, bawdy songs from route marches, strung together with poems of Sassoon, Herbert Read and Rosenberg.

To fill in the picture we read the inanities of politicians and other public figures, newspaper headlines, extracts from published letters and "statements" by generals. There are of course many worth retaining. The piece from Vera Brittain; the prophecy of Foch in 1918: "This

is not peace, it is an armistice for twenty years." And a remarkable extract from a letter of Gaudier Brzeska to Wyndham Lewis: "This war is a great remedy. In the individual it kills arrogance, self esteem, pride. It takes away from the masses numbers upon numbers of unimportant units whose economic activities become noxious as the recent trades crises have shown us". However, in spite of a net so widely cast, there is a lack of straight-forward voices from ordinary men writing home to mothers, wives or lovers.

One final criticism of this book, which must have taken ages to compile: the appendices are quite inadequate. There is of course an index, also a bibliography along with a list of contributors (sic) and of acknowledgements to publishers. But none of the last three include the pages where the pieces appear, nor is there any indication where exactly a large number of the "voices" were first heard.

Such criticism could not be levelled at Gordon Brook-Shepherd. As well as a long bibliography, an index, copies of the various peace terms offered to different governments, he includes 15 pages of precise and interesting source notes. Such meticulousness is typical of this long and most interesting book.

It might be thought that the final military and political moves of the Western Allies and the Central Powers would have been of interest only to academic historians. Gordon Brook-Shepherd proves this supposition to be wrong. His gifts both as a journalist and as a serious researcher have come together to construct a fascinating panorama from those "last things". More than this, the book reveals aspects of the war, both political and military, which may well be unfamiliar to the common reader. The dramatic end to the Salonika campaign, the messy end to the Austro-Italian one, the glorious end to the Desert War, with T. E. Lawrence's contribution reduced to human dimensions, and of course the amazing and grim finale on the Western Front. All these are told alongside the sadly comical/tragic goings on at the various military and political headquarters.

Captain Vaughan, in his momentous little sector, would not have known or been interested in the world shaking concerns dealt with by Brook-Shepherd. But both send out the same message: The physical violence of war is a mad, and a no longer acceptable way to settle political differences. Would that the message might get through.

Lingo City poetry

It used to be said that a committee of supposedly shrewd men could be swayed to accept a particular architectural proposal rather than its rivals by the charm of an accompanying perspective sketch. Most of us, if we are honest, cannot realise plans three-dimensionally in our heads, and a seductive pictorial drawing might well influence our judgment. Can words, I wonder, have analogous effect? Did the uplifting, idealistic buzz caused by the plan La Ville Radieuse make British planners and architects more enthusiastic about Le Corbusier's ideas than they might otherwise have been? It is perhaps interesting that, more often than not, the phrase was left untranslated. The Radiant City either doesn't have quite the same ring to it, or seems more obviously at odds with the English climate.

Oh, but it did all sound so heady over 25 years ago, when Herbert Read spoke on the occasion of the presentation of the RIBA Gold Medal. He called his address "Le Corbusier as poet" and said:

Le Corbusier is a man with a poetic vision of life, not a poetic vision of buildings and cities only but rather a vision of a poetic way of life, a new manner of living. Life in that vision is above all radiant, not only *La Ville Radieuse* but also *la vie radieuse*. He has said in one of his books and it is the key to all his activities, that the concept of life itself must be changed, and indeed that we should begin by investigating the nature of happiness. That is the first necessity; the rest, including a new architecture, will inevitably follow.

In fact John Cowper Powys had already written his long essay called *The Art of Happiness*, but neither that, nor Corbusier's conclusion that Modern architecture is just beginning, it has been born. The new ventures apparent today will be carried to their furthest limits. Things which we cannot imagine in the present state of things will appear tomorrow. It is foolish to worry about today, it is only the dawn of the new age prevented. The Specials' *Ghost Town* being hailed as the most opposite British song of 1981.

Compared to the sound of *La Ville Radieuse*, Ebenezer Howard's trochaic dimer, *Garden Cities of Tomorrow*, falls a little flat. Would a more rousing, or less pedestrianly poetic, title have prevented some people from assuming, wrongly, that it was a book in praise of suburbia? And might it even have made a difference if its author had been called something other than Ebenezer? Now the book has been reclaimed - and suburbia too has its defenders, so tolerant have we become. The residents of Bromley might well

have taken up cudgels with Lewis Mumford rather than Ken Livingstone, if they were aware that in his preface to the 1946 edition of Howard's book he said that suburbia's lack of industrial population and a working base make it one of the most unreal environments ever created for man: a preposterous middle-class counterpart to the courtly inanities of those absolute monarchs who, at Versailles or Nymphenburg, contrived for themselves a disconnected play-world of their own.

But now that inner cities are diagnosed to be suffering from blight, rot, decay and desecration, the word "suburban" has taken on a more positive note. Its decline from the original and straightforward "sub-urbs" meaning "outside the city", to the seventeenth century adjectival usage to denote "inferior, debased, or licentious habits of life", was reversed slightly in the nineteenth century when suburban people were merely considered to be narrow-minded and boorish. Now, I suppose, there are people to whom the word "suburbia" denotes the sheet-anchor of civilization.

But I don't think I shall ever warm to it. Nor to other words coined more recently to describe aspects of our out-of-hand built environments. "Megalopolis" and "condonulum" serve a purpose in as much as they effectively shrivel the word "man" within the scale of urban discussion, thereby reflecting reality. And "conurbation", "an aggregation of urban districts", invented by Patrick Geddes, is a necessary word which greily fits what it describes.

When writing about a desirable future for cities, Geddes did not care to use the word

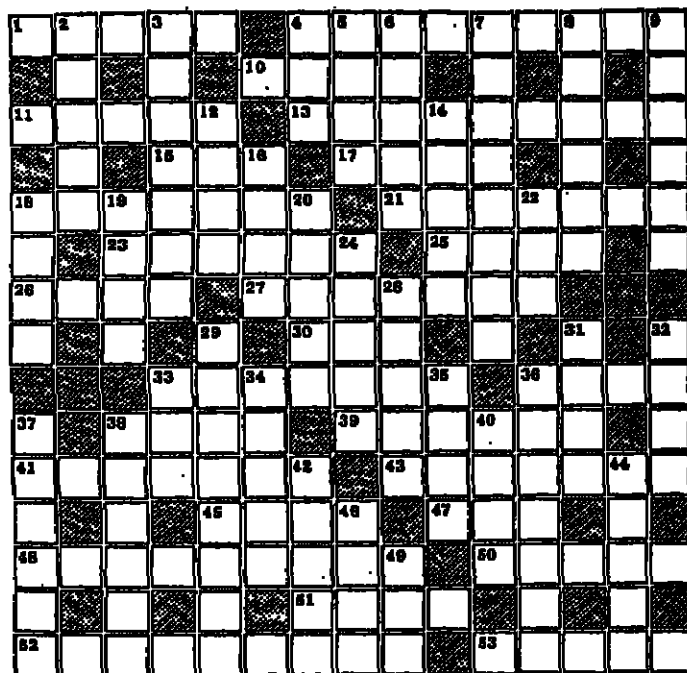
"utopia" since it means "no-place" (is too good to be true), but both he and Mumford frequently used "entopia" - "good-place". And V. L. Parrington came up with "dystopia", "a difficult or evil place" opposite to "entopia", which was adopted by the Greek architect and planner, Constantinos Doxiadis. (Geddes and Mumford used "ecotopia" to describe the same thing.) Doxiadis had a shot at coining an attractive word - "deepways", which was supposed to describe the whole system of underground lines of communication. But I can't see a commuter on a Northern Line platform using that rather rural word, suggestive of privacy and quiet, to describe his location.

In *The City in History*, Mumford demonstrates how lack of control over the growth of cities may, as with ancient Rome, sow the seeds of a "megapolis" which gradually declines into a demoralized "ecropolis". However these words would not mean much to the current inhabitants of such places. "Ghost town" touched them as a phrase; but they have not, as far as I can find out, invented popular slang terms to cut the megapoloids down to size.

When "skyscraper" was first used in 1891 to describe a high building, it was borrowed from sky-scraper meaning a triangular sail. We don't have city poetry like that now. Perhaps someone could invent an elegiac verse to encompass the fact that in rhyming slang "tomas and cities" used to mean "bars and bottles" - as did "thompson pipes", "thoressed pipes". A caption for a conversation?

Paddy Kitchen

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 - 17 Head of a rhymer
 - 18 Duplicates of the ultimate ditch
 - 21 Frequently under observation
 - 22 What's in his stinks out
 - 23 Flighty word
 - 26 If the end of this puts in the way the whole may result
 - 27 Refuses (base)
- Downs
- 2 Heraldic gold between mother and me
 - 3 Out of countenance
 - 4 Upon this value and get a sharp reproof
 - 5 Lasciviously watched
 - 6 In some hands the things become trumps
 - 7 A religious service
 - 8 This horseman has dropped as he
 - 9 Sounds like a curious song
 - 11 This ought to be square
 - 14 Momentary stoppage
 - 16 Written briefly
 - 18 Carter's picture-book scholars carved their names on every one
 - 19 Site of 43 acres
 - 20 Frenzied advantage
 - 22 Parents in a negative way
 - 24 Used to be somewhere in France

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arts Crafts and craftspersons

The Maker's Eye
Crafts Council Gallery, 12 Waterloo
Place, SW1, until March 28.

The Crafts Council have inaugurated their new, enlarged gallery with a very fine exhibition. *The Maker's Eye* has over 500 items selected by 14 leading craftspersons. Each selector has his or her own display space, so that although work by one craftsperson may appear in three or four different sections, it is viewed each time from a fresh perspective. Whatever degree of familiarity a spectator may have with contemporary crafts, this exhibition will communicate some new knowledge.

Items range from the most conservative definition of handcrafted work - a saddle, a leather attaché case, a Triumph motorbike, boots and shoes, a typewriter or a London Underground sign - to a silver and nylon bangle by Caroline Broadhead or a plastic bouquet of flowers hand-bag by Lee Honeyman, chosen by Connie Stevenson who, in her twenties, is the youngest of the selectors. The overriding impression of the show is of the sheer quality of the work; whatever the medium and whatever its use, each piece has been considered, handled, given a fine finish and enjoyed.

For those who know next to nothing about the crafts there can be no better instruction than a glimpse through the maker's eye. Michael Cardew and David Kindersley - a potter and an alphabetician - have chosen to present the history of their crafts in this century, showing their understanding of the traditions in which they have worked. Enid Marx, who will be 80 this year, selected a range of items which reflect a lifetime's involvement with craft and design, from traditional barge art to a modernist table designed by Eileen Gray. While Alan Peters - a furniture maker - chose pieces which could be described as belonging to

the mainstream of the contemporary craft movement.

To those who have followed developments over the last decade, the show gives new and fascinating insights into the interests and preoccupations of those taking part. Allison Britton's choice is intimately bound up with her own work in ceramics. Her selection "is concerned with the outer limits of function; where function, or an idea of possible function, is crucial, but" she writes "is just one ingredient in the final presence of the object, and is not its only motivation." She includes pots, jugs and plates by Hans Coper, Elizabeth Fritch, Steven Newell, Andrew Lord, Carol McNicol and others, all of which play with ideas of function or the representation of it. Through seeing the things which intrigue her, the spectator gains a clearer idea of why her own work is so intriguing.

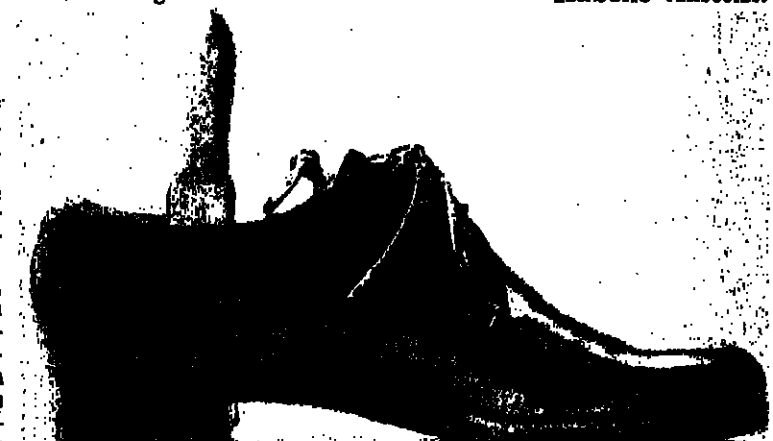
Similarly, the exhibits in the textile artist, Mary Farmer's, section demonstrate her interest in emblems, totems and forms while the furniture maker Erik de Graaf creates a hermetic display illuminating his awareness of space and light in the positioning of his choice of furniture. In the catalogue he voiced his concern:

"How many objects could comfortably be shown without interfering with each other, in such a way that they could be seen in their own right, show their inherent quality as well as to relate and lead strength to each other?"

Immanuel Cooper, a potter, Malcolm Parsons, a fashion designer and Connie Stevenson, a knitter, all showed colourful, pop art to punk artefacts and the textile artist Michael Brennan Wood wanted to display "the commitment and vision of the makers and their ability to communicate a real sense of enjoyment." His selection especially seemed to pinpoint the relationship of the crafts to industrial design, so many of the pioneering craftspersons of the twenties wished to forget that the innovations in colour, technique and pattern should inspire new designs for mass produced goods.

In this exhibition, the Crafts Council has found a new way forward from the specialist one-man shows of the past and has hit upon a formula which is satisfying, thought-provoking and exhilarating - a very great accomplishment.

Isabelle Anson



Man's shoe with tree - c. 1950, John Lobb Ltd.

Old guard in retreat

The Battle for the Labour Party, By David Kogan and Maurice Kogan, Fontana £1.75.

For anyone who is at all interested in the detail of what has been going on in the Labour Party in the past two or three years, the Kogans (uncle and nephew) have produced an instant book that is required reading. Their tale covers the period from the party's defeat in the 1979 general election up to the eventual failure of Mr Benn's campaign for the deputy leadership in 1981. This is the period during which relatively small groups of left-wing activists had the party's establishment continually on the run. As the book well shows, this applied just as much to the Tribune establishment on the left of the parliamentary party as it did to those who occupied the old right and centre, redoubts of power.

The main strength of the book lies in the fact that the authors have had access to the minutes and other records of several of the groupings that have sprung up on the left of British politics (partly within, partly without the Labour Party itself). By taking us through many of the political and tactical debates that went on in this period within organizations like the Campaign for Labour Party Democracy, the Labour Co-ordinating Committee and the Rank and File Mobilising Committee, they give us a fascinating and detailed account of the way in which (to use the well-worn phrase) a small group of politically motivated people, without any particular experience of or exposure to politics at national level, inflicted such a series of defeats on the right of the Parliamentary Labour Party that the bulk of its junior members picked up their marbles and went off to found the Social Democratic Party.

Reading the 150-odd pages requires a little bit of application, because the text is (perhaps necessarily

in any account of the splintered left) littered with initials instead of names and the flow of the prose could be smoother. But the story is clear enough and copiously documented. And the figures who feature in the right's demography (Vladimir Dzerzhinsky of the CLDP, Jon Lansman, who did not disrupt the celebrated Henley political meeting, or Ken Livingstone, Andy Harris and Frances Morell, now of the Greater London Council) all appear to have been reasonably open in interviews with the authors about what they thought they were doing at the time.

It is a story that leaves unanswered one central question. Why was the traditional leadership of the Labour Party so ineffectual in defending its power bases? It was not as if the threat to them from what the Kogans have dubbed The Outside Left was sudden or unexpected. Some of the tactical moves were, of course, more than a bit conspiratorial in character. But the world of left-wing and Labour Party politics, with union block votes dominating conference decisions, has always had more than its fair share of the politics of the smoke-filled rooms.

The answer is hinted at in a remark attributed in the book to Roy Hattersley. "For some reason I can't explain... my half of the party is always in a mood to accept defeats... and to lie down under them". Another way of putting it would be to say that, in the atmosphere of the post-1979 election defeat, the Labour Party establishment had lost confidence in itself. After all, the election itself was a statement that the country as a whole had so lost confidence in the Wilson-Collaghan brand of politics that it was prepared to try the high-risk experiment of Thatcherism. If that was the state of general public opinion, within the Labour Party at all levels - trade unions, constituencies, the lot - the reaction against the old guard was even stronger. The old guard in defeat seemed

to be without ideas or ideals, drained of any new ideas or impulses, producing only a wnn hope of some better yesterday.

This is the only possible explanation of the way in which a wholly unrepresentative minority within the Labour movement were almost able to achieve the left-wing equivalent of the organs of the Labour Party, nationally and in London, of the commando raid that brought Mrs Thatcher to the Tory Party leadership in 1975. Their message that the cause had been betrayed fell upon fertile and well-prepared ground. Even then such a small group could not have achieved what they did, if any effective defence had been mounted against them. It was not.

Instead the right, shocked that the deferential attitude of the party towards its leadership was no longer the order of the day, resorted to plaintive cries for help and the status quo. If left-of-centre mass party politics is about getting out and persuading the rank and file, they were simply beaten hands down by the outside left at every turn. Time and time again - over re-election of MP's, or the method of electing a leader - they were left fighting a rearguard action over ground chosen by the left. In retrospect it is clear that the battle was not about principle, but about power. The left wanted power out of the hands of the existing parliamentary party and to stop Mr Healey becoming leader at any price. The right wanted the status quo, but how the right allowed power to go to an unreformed and wholly unrepresentative electoral college, or why the right never got "one with one vote" off the ground for the selection and measure of Labour candidates is a question of what a poor fight they then in power managed to put up in this period.

Hugh Stephenson

Theory and the thing itself

Sue Lerman on the way one medium treats another

Television is to film what radio is to music: a natural if slightly imperfect medium for transmission. But whereas attentive listening to Radio 3 would eventually give the listener a reasonably educated ear, with a sense of musical history and of the structure of music, the regular viewer of films on television is given little guidance to appreciation.

If there is a distinction to be made between "reviewing" and "criticism", television devotes itself almost exclusively to reviewing. The linchpin of the past few years has been Barry Norman's weekly *Film 81* (or whatever the year was - the title itself suggests ephemeralty), but it has never been much more than an adjunct to newspaper and periodical reviews, benefiting from the ability to show clips. Norman's bantering tone was well-adapted to the run of releases; it hardly encompassed films made of sterner stuff. Admittedly, Norman sometimes ventured fruitfully beyond these limits, for instance, when, before the television showing of *Gone with the Wind*, he uncovered some of the screen tests for the part of Scarlett O'Hara.

For the first weeks of this year, with Norman's departure for *Omnibus*, *Film 82* has shown signs of changing format. Initially, with Iain Johnston in the chair, the previews were gone, gone too the buff's competitions (though the BBC are planning a separate programme, a kind of Masterbuff, for later this year). Instead, it seemed as if we'd returned for a series of interviews to "Film 62": there was the eager, sports-jacketed interviewer, stary-eyed and awkward in the face of a Famous Person, unfamiliar with modern styles of interviewing, either intimate or aggressive, asking questions worthy of the gossip columnist. Now, with Johnston's stint complete, we are being offered a "new style" series with guest presenters looking at new releases and film world news. Is it only time lending enchantment or was Parkinson's old film spot better than any of this?

Aside from *Film 62*... the BBC do, luckily, give up editions of *Arena* to the cinema, usually in the sage hands of Gavin Millar. Here, within *Arena*'s invariably flexible format, there is some scope for putting, say, one of the BBC's own film seasons

in context, for taking a reflective look at the work of a director, or examining some phenomenon of cinema, be it theatre organs or Indian film production. On the other channel, there was a series called *Clapperboard* (Granada), presented by Chris Kelly. Its untimely death was perhaps a reaction to Norman's leaving, since the programme was conceived in response to his series. Regarded as "family" viewing, *Clapperboard*'s chief disadvantage was its daytime scheduling, but on Christmas Eve, I spent an informative (and truant) half-hour seeing and hearing from Derek Meddings (a specialist in model-making, with two *Superman* films, *Acas High*, and James Bond to his credit) how various special effects are achieved.

Otherwise, independent television pays attention to the cinema almost solely under the auspices of LWT's *South Bank Show* which, like *Arena*, has a certain flexibility, though its overall presenter, Melvyn Bragg, does not evince any great personal interest in the subject. Occasionally, the independent network does produce rare and unexpected treats, like Kevin Brownlow and David Gill's *Hollywood* (Thames), a series commensurate in its dedication to film with Thames Television's contribution to the restoration of Gance's *Napoleon*.

On a quite different level, Clive James's recent LWT presentation of clips from some of Hollywood's worst productions, not only gave cause for amusement but provided a salutary reminder of the high standard of acting, scriptwriting, editing, etc., we take for granted even in the visiting entertainers to communicate with children, to hold their attention, elicit ideas, and co-ordinate discussion invariably remind us that these are skills taken for granted in education but not easily mastered. Teachers, as a rule, practise them more effectively than most.



Barry Norman



Gavin Millar



Melvyn Bragg

Creak of door, screech of brakes

Radio Play Competition for Young Writers. Playwrights' Workshop: Winford Primary School, Somerset. January 22.

According to its own advisory handbook, the BBC fosters the talents of "kitchen-table writers... to whom radio has long been a familiar companion." A recently established commercial broadcasting company, based in Bristol, is now inviting contributions from "school-desk writers" for whom radio drama is a new experience.

The competition is sponsored by W. H. Smith, and organized by the Watershead Arts Trust and the Playwrights' Company whose representa-

tives have been touring local schools with helpful hints for interested pupils.

Groups of nine- and ten-year-olds at Winford Primary School had prepared first drafts of half a dozen short scripts, which they read aloud to an invited audience, improvising sound effects - creak of door, screech of brakes, siren of ambulance - as they went along. Between comments and criticisms from the rest of the class, a professional actor explained his own preference for strong characters that you can get your teeth into, and a playwright warned beginners against bathos: "Oh, Mum's dead!" "Never mind, Sarah, it can't be helped."

Since the demise of the Home Service's *Children's Hour*, young

listeners are above all viewers; the themes chosen here were predominantly televisual: kidnap, vandalism, a plane crash, UFOs, the Bermuda triangle. The resulting mixture of the melodramatic and the mundane (the desperados needed money "to pay bills") brought home to us the difficulty of the exercise, the inherent complexity of the radio dramatist's task. Furthermore, the efforts of visiting entertainers to communicate with children, to hold their attention, elicit ideas, and co-ordinate discussion invariably remind us that these are skills taken for granted in education but not easily mastered. Teachers, as a rule, practise them more effectively than most.

Marion Glastonbury

A living cartoon

Coming To Our Senses by the Electric Light Show, is a delightful creation, premiered at the Shaw Theatre, as part of the London Mime Festival. Pat Keywell, of "Vision On" fame, directs, and as a result of her past experience of devising for deaf and partially hearing children, she has now developed an extremely imaginative form of visual communication which can be best described as a living cartoon.

Three versatile live performers mime stories, jokes and sketches in

front of constantly changing visual images, back-projected onto a giant screen. In some masterly chase and journey sequences, the actors appear in silhouette behind the screen as the settings alter to illuminate the story. The wide range of mood and style from a lyrical "little matchstick" to a chaplinesque "great small snatch", is reflected in the children's response from wistful appreciation to howls of exuberance, and throughout a close attention paid in order to catch the mime's meaning.

Though it is ideal for partially hearing children and those for whom English is a second language, as it relies so little on the spoken word, this show is suitable for all 7-12 year-olds and deserves a wider viewing. It breaks significantly new ground.

Pam Schweitzer

Enquiries about the programme should be addressed to Pat Keywell, 25 Norman Court, Lordship Lane, London SE22. Tel: 01-693 8573.

Home premiere

No better example could be found of the importance of our university drama departments than the fact that one of them, in Birmingham, has just presented the world premiere of a new play by Margaret D'Arcy and John Arden. The authors spent three days last term discussing their previous work with the students and the directors. Robert Leach and John Brown, and on the basis of that visit gave them this new script. The little gray home in the west.

They call it an Anglo-Irish melodrama and it follows on naturally from *The Non-Stop Comically Show* focusing this time on one strand of rural Irish experience between 1945 and 1971. The first part is haunted by white-faced Padric O'Leary as at once pre-natal presence, innocent child and dead man; in part two he is fully alive as the young man who has been provoked into rebellion by the treatment his parents have received at the hands of an absentee English landlord. He is finally killed unintentionally through over-zealous torturing by British soldiers.

It's a D'Arcy-Arden play - she planned it and he poured out the language - and one might describe the result as history choreographed by means of words. It jerks and spins along, employing verse and song along with its consciously theatrical dialogue. The authors suggested the actors make no attempt at Irish accents but the true verbal style was assumed and in the main successful; the authors suggested music and slides and the directors provided not melodramatic atmospherics but character amplifications from Rule Britannia to Irish folk tunes, while projecting story-book pictures, political cartoons and set-piece captions.

The production provided a challenge to both the department and the audience and it will leave many people wondering why it is that, with such evidence of theatrical skill and passion, two of our most important playwrights seem to have no place in our mainstream theatre.

D. J. Hart

From book to book

The Mitchell Beazley Library of Art. By David Piper. £13.95 each. £49.95 4-volume set. 0 85533 358X. The Macmillan Encyclopaedia of Art. By Bernard L. Myers and Trevor Copplestone. Macmillan £5.95. 0 333 32418 8

hand as he follows cross references and connections from book to book. David Piper, chief contributor and general editor of this quartet has achieved his mammoth task aided by a battalion of assistants, contributors and consultants. The tone is impartial and the reproductions are of high quality.

A less lofty aim is contained in the paperback *Macmillan Encyclopaedia of Art* which does not attempt criticism but, in a clearly laid out manner, sets out to be a guide allowing the reader to judge for himself. The range is much more limited and the quality of the reproductions is not as good, nor are they so plentiful. However, at £5.95 it would be a better acquisition for the school library, let alone the home.

Betty Tadman

Oil on troubled waters

After years of living from hand to mouth and more than 12 months of acute crisis, after the withdrawal of their Arts Council grant, the National Youth Theatre of Great Britain can breathe a sigh of relief. Their knight in shining armour is none other than the oil giant Texaco, an American-based company which has spent two years seeking a suitable arts cause to support in this country.

Texaco are coy about the sum they have pledged, but Michael Croft, founder and director of NYTGB, admits joyfully that they are providing exactly what he asked of them. This is not meant to be "replacement sponsorship" - one of the reasons for the reticence about the sum involved, presumably - but to make up the deficit that would remain after all other sources of income (including a grant from the DES) are allowed for.

The NYTGB seems set to continue producing plays which give young people the opportunity to work together, to encourage new writing and even possibly to revive the professional company associated with the Shaw Theatre. Good luck to them for the next 25 years - and let us hope that many another company follows suit in other areas of the arts, especially those involving young participants and audiences.

Heather Neill

Beauty and revenge

Prose writers are providing some of our best theatrical material nowadays. The *Goalkeepers Revenge*, easily the best production I have seen by the Birmingham Youth Theatre (now 10 years old) has been adapted by its founders and present directors, Derek Nicholls and Ray Speakman, from the works of Bill Naughton.

Beauty and the Beast influenced by Angela Carter's versions.

It is given a circus entertainment context, compered with eloquent assurance by Adriana Parrot, and with gentleness and wit, it is full of dramatic invention.

D. J. Hart

Designed by students from the Birmingham School of Theatre Design, this beautifully coherent sequence of scenes about growing up in Bolton in the twenties bubbles with high-spirited friendships. But although wonderfully alive with shared expectations, their futures - down the mines or no job at all - by the end of the play are looking very bleak.

There must be futures in acting for some of these young people, notably Daniel Boland in the autobiographical part, Pat Dixon, Colin Kerrigan and Richard Thomas.

Under Michael Boyd's direction, Coventry's Balgrade Youth Theatre has devised a studio production of

Impressions of Paris seen through the eyes of its painters

This delightful 35-minute film captures the charm and beauty of romantic Paris through the eyes of its painters. It contrasts the city as it was, on the canvas of the artists, and as it is today, in photographs that still tell us so vividly of the past. Available from our local bookshops and organisations. Apply to:

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books Art and its enemies

The Aesthetic Imperative: relevance and responsibility in arts education. Edited by Malcolm Ross. Vol 2 Curriculum Issues in Arts Education. Pergamon £8.75. 0 08 0267661.

The sense of urgency that pervades this second volume in the series Curriculum Issues in Arts Education is easy to understand. The contributors see in the proposals made in A Framework for the Curriculum (HMSO, 1980) the relegation of arts education to the outer fringes of the kind of knowing that aesthetic development represents, and a devaluation of the part played by the imagination in the growth of all children. They protest that the current emphasis on accountability - evaluation, assessment, monitoring and economic cost-effectiveness - is an inappropriate way to judge in schools the practice and appreciation of the arts.

While arts teachers, with all others, are bound to give a proper account of themselves, the rationale for the teaching, practice and appreciation of the arts does not depend on either practical ability - drama makes the young self-confident, appreciation lessons teach them to choose better designs for their homes and their clothes - or on the myth of the leisurely unemployed. Instead, it is argued, "arts subjects constitute a single discipline, a unique way of knowing" which is "as rich and diverse and variegated and as of equal authoritative standing as the world of the sciences" and that the time has come to say so.

Malcolm Ross, the editor of the volume, believes that the attempt to produce "a more legitimate image" for the arts by making them more susceptible to examination and assessment has failed. He blames the work-oriented, male-dominated nature of our society which gives value to logic, reason, materialism and productive skills at the expense of imagination, feeling, intuition, feelings and appreciative skills. "Nothing," he says, "that anyone has been able to do has given the lie to this evaluation, and all arts activities, and all women, suffer from type-casting when comparison with the legitimate type is involved." The dilemma is as old as Plato.

The belief that aesthetic education can be "accountable" in the world's terms, is explored by Louis Arnaud Reid and David Aspin. The former is persuaded that components of arts education can be assessed, in the tradition of critical judgment, if done

by the right people, practised in this appraisal. The latter, in a closely argued and widely referenced essay, examines the way by which the appraisers' judgments are given status, and the kinds of assessments that are possible or desirable within a wide range of particular genres and connoisseurships, not only in the "high" culture. Ernest Goodman proposes in-school assessment of how children develop aesthetic competence, and Harry Réis asks if schools are the enemy of art education because they are not "geared to work through feelings" and the development of the imagination. Ben Bradneck looks at the situation in drama examinations and finds that A level is not generally prized. Assessment may be necessary, even possible, but it is not desirable in the terms that apply to materialist - productive - predictable knowledge.

At the centre of the debate sits literature. In claiming that English teaching "belongs with the epistemic community of the arts", Peter Abbs exposes the weakness of the volume as a whole. He sees English teaching as having neglected its responsibility for "initiating children into the heritage of myth and literature". His retrospective view is partial, and, like the others, he does not expand his view of "the arts" to include new media and the increasing diversity of our culture. Throughout these papers the arts are what they have been traditionally seen to be. Matthew Arnold's fight with the Philistines. Even if we grant the importance of every claim made we are left with the idea that we are to preserve the child's response to feeling as form for some aesthetic good. The connection of art with play is ignored. Marcuse is widely quoted, but if arts teachers are to explode the myth that everyday existence is somehow truer than the world the artist creates in answer to the needs of his feelings, passion and imagination, then the next step must be more than academic insistence on moral value.

Demonstration of how praxis and sensibility can be taught collaboratively is seriously lacking. The relationship of arts education to popular culture is not considered, and there is no broadening of the overall perspective, no distinction between quality and value. The aesthetic imperative is to show as well as argue for the understanding of what really happens in arts education at its best. Assessment will then present no problems, and the balance of the curriculum will be restored.

Margaret Spencer

Timely examination

Sixth Sense: Alternatives in Education at 16-19. English: A Case Study. By Anthony Adams and Ted Hopkin. Blackie £4.50. 0 216 91074 9.

English literature is the most popular A level subject. Yet a mere 4 per cent of those students taking it as an examination at 18-plus actually go on to study English at university. Since universities largely determine the syllabus for their own needs, 96 per cent of those students therefore sit an examination designed for others. At the height of a secondary education system which intends to be comprehensive, there can be few more grotesque statistics.

If English at University built up the oral, aural, creative and analytical skills needed by, say, future bankers, teachers, tax inspectors, personal managers, then there would be little to complain about. But the opposite is the reality. English at university is almost wholly confined to glimpses of English literary giants (and the occasional, isolated giant) and analytical writing based on the analytical writing of others - in fact, a pale imitation of academic research.

If this is not enough to make this book timely, there are the remarks ("deliberations" could scarcely be the right word given the time allowed) to come shortly from the Joint Council on the amalgamation of O level and CSE systems of examining at 16-plus. These remarks are bound to affect the age groups closely beyond. Additionally, there is the Government's recent Training White Paper, heralding a £1bn programme of vocational training. Since Anthony Adams sits on a sub-committee of the Schools Council's main English Committee for the 16-plus caper, he is close to the hub. This book is divided into three

sections: the first, a summary of the last 15 years of English teaching; the second, six detailed case studies of various existing practices in a variety of surroundings; the third, some forecasts and possibilities for the future.

My opening statistic is endemic of school and college sixth forms which still have no courses to cope with the potentials of the customers. For many teachers, Dr Arnold still provides the ultimate definition of the sixth form "My top 30 boys, the oldest, the strongest and the cleverest".

CEE was shelved, the N & F proposals dropped, yet both attempted the footholds of this mountain of educational fecklessness. Schools and colleges typically trudge on with some form of General Studies. For anyone who does not share the widespread disillusionment with these courses, refer to Tom Sharpe's *Will*, page 14, where the teacher struggles to interest "Meat One" in the subtleties of Piggy's characterization in "The Lord of the Flies" in the face of their pressing, immediate interests.

Three of the case studies come from Exeter College. The writers believe that tertiary colleges provide the most viable educational setting for the 16-19 students. These cover courses in Communication, English and Art, and English within a broad Humanities Course (making use of a Mode III English A level course, pioneered by AEB and the Schools Council). The remaining case studies describe CEE style English work in straight A level work in a comprehensive setting and English at 16-plus in Scottish secondary schools. The tension in these studies stretches between the straight A level teaching and the work at Exeter, with the other two contributions falling in between.

To return to the first point for the last time, the writers argue for English courses related to student needs

- accepted educational practice up to 16, currently often neglected then on. The initiative has often come from outside the classroom. Both the Technical Education Council and the Business Education Council incorporated a set of behavioural objectives as an integral part of their own courses. The Manpower Services Commission tackled training for the kind of communication skills needed to lead an effective work and social life. Although these courses are designed for the non-academic, the writers argue that these skills should be taught to the whole ability range.

The solution advanced throughout this book is for the concept of "unitary English" along the lines described by the NAET report on the N & F proposals. Basically, the division between literature and language is removed, the range of written material worthy of study enlarged and the mode of student response expanded. To cope with the variety of ability, the writers suggest some form of modular system along the American and Open University lines.

They make nine suggestions for an enhanced English A level type literature course. In addition to the plain just raised, they want to include the study of language in use, more contemporary and some world literature and the inclusion of media studies. The writers argue for a variety of examination modes, which could of course be a giant rod to beat any number of teachers' backs, particularly if profiling (not mentioned), oral and drama work (not really described) are added. However, at a time when over 50 per cent of the 16-year-olds vote with their feet and march out of the educational system for good since it has nothing to offer them, it would be a severe mistake to concentrate on the negative. There is enough evidence in this book for workable alternatives.

Mark Featherstone-Willy

Tending the beans

Policies for Educational Accountability. By Tony Becker, Michael Evans and Julia Knight. Heinemann Educational £8.50. 0 435 80600 4.

A child is like a bean planted in soil of doubtful quality, weathering nameless storms and tended by a gardener of unknown competence. How can we evaluate the gardener? All we see at the end is a tall bean or a short bean, which flowers and sets, or withers. And there's criticism: "These beans should be sturdier/prettier/more productive." "That bean was fine until it got into this garden/your hands/with those other beans." "You are responsible for this bean to me the parent bean/to me the head gardener/to me the estate manager/to us the state."

Teachers are familiar with all these lines, and as the authors explain in *Policies for Educational Accountability* have traditionally accepted responsibility for the progress of their

pupils. The evaluation of teachers has been largely informal, but a concern with accountability is currently spreading a formalization of evaluation methods in the educational world. In examining the idea of accountability the authors draw on the findings of a research project carried out in East Sussex at the end of the seventies.

They describe the accounting practices found, and conclude that traditional informal accounting has been effective but less than comprehensive. It should be supplemented, they suggest, by schools developing communication and public relations, by I.e.s.s treating accountability as a facet of staff development, and by the DES, which is responsible to the electorate both for the curriculum and for maintaining standards, setting up a professional body to which teachers would become ultimately accountable.

The book is useful, though not gripping, on the issues involved in educational accountability, and the

complex network of accountability necessary in a democratic system where education is provided by the state but delegated to the localities. Much of the description of what goes on in schools will be obvious to teachers, but they may take heart from the notion that chattering to the head about 22, the unwelcome accounting, at the back of your mind that you'd covered far more of the syllabus this time last year.

At the same time, the message seems clear that although the teaching posts carry detailed job descriptions, explicit formulation of aims and objectives and formal monitoring and review is increasingly required. Perhaps the most important thought in the book, though particularly for administrators, is that "Considerations of accountability should not be allowed to dominate educational institutions." Let us hope they never do.

Jessica Savage

Flexibility teaching

Mixed Ability Teaching. Edited by Margaret Sands and Trevor Kerry. Croom Helm £9.95. 0 7099 2315 5.

If there is an issue that would polarize most secondary school staff, it is an obvious candidate. Sands and Kerry attempt to discuss mixed ability teaching, aiming "to help student teachers and those already in the profession to look more dispassionately at this emotive topic and, in the process to explore their own reactions and attitudes."

by primary and secondary school teachers covering all disciplines, head teachers, advisers and a university lecturer, based on Nottingham. The book might have been in danger of being too diverse. This problem is overcome by careful cross-referencing in each chapter. Although the editors claim that the stance of the book is neutral, the empathy towards mixed ability teaching is obvious - "teachers as creators not transformers", "flexibility", "mixed attitude teaching" - rather than simply towards the distribution of knowledge. It would have been helpful if the editors had made clear their perspective as to the acquisition, con-

struction and development of knowledge because mixed ability teaching centres on a different view of learning. In my experience mixed ability is worthwhile. However, teachers must have the strong evaluative support of their colleagues. This is not easy and the book ought to have stressed this, but then teaching as learning is not an easy process.

The book should be read by student teachers. Experienced teachers will have to look elsewhere. Publishers please note: no excuse can justify 119 pages of text for £9.95.

Richard Evans

Paperbacks Care and attention

Let's Have Healthy Children. By Adelle Davis. Unwin £1.95. 04 612030 0. From Here To Maternity: Becoming a Mother. By Ann Oakley. Penguin £2.25. 14 02 22561. Maternal Deprivation Reassessed. By Michael Rutter. Penguin £1.95. 14 080561 3. Attachment and Loss: Volume 3, Loss, Sadness and Depression. By John Bowlby. Penguin £4.95. 14 0803092. The Myth of the Hyperactive Child, and Other Means of Child Control. By Peter Schrag and Diane Divoky. Penguin £2.95. 14 02 2179 4.

Adelle Davis is not a crank - unfortunately. As I now daily swallow my 11 assorted vitamin and mineral pills I wonder how much of a blessing it has been to read her 320 pages of closely-packed, cross-referenced information on just why the average Western diet does not provide the optimum essential nutrients for producing healthy children. Of course, many perfectly healthy children are born certainly many more than a century ago - but the evidence that defective nutrition can account for many supposedly congenital abnormalities is strong. Insufficient folic acid has been conclusively linked to the incidence of spina bifida, for instance; hence its frequent prescription in pregnancy.

Devotees of megadoses of vitamins, however, do seem to overlook problems which cannot be solved by liver twice a week and a small orange, including the pin, daily. Becoming a mother, as Ann Oakley in *From Here To Maternity* suggests, is not all balbut liver oil and brewers' yeast. Ms Oakley's in-depth inter-

viewing of 60 women through the year before and after the birth of their children is compelling - and somewhat alarming - reading. Written in 1975-76 at the height of the obstetrical fashion for inducing births, the book shows most women's experience of hospital birth to be that of the production line. It "doctor knows best" clinic approach to bringing up baby, rather distressingly so in their objection to breastfeeding ("animal"), rather cheerfully so in their enthusiasm for the individuality of their children.

Maternal Deprivation Reassessed is a far more academic work. Professor Rutter has synthesized the thirty or so years of work following Bowlby's influential monograph for the UN in 1951. It is an invaluable shortcut for anyone wanting to find out the state of the literature on maternal deprivation - the evidence has all tended to confirm Bowlby's thesis that people, like animals, need continuity of care in infancy - but it is not inspired.

Loss, on the other hand should be required reading for anyone dealing with children who have suffered loss of a parent. Bowlby's extensive learning in psycho-analytic theory, information theory, ethology, sociology, anthropology, as well as a deeply cultivated appreciation of literature and art, have been brought to bear on the crucial experience of mourning and sheds a powerful light upon it. Bowlby dedicated his book "to my patients, who have worked hard to educate me"; an epigraph from *Titus Andronicus* on one of his chapters suggests the theme thus gathered, "Sorrow concealed, like an oven stopt'd / Doth burn the heart to cinders where it is."

ture have changed little, social patterns have changed greatly. Where a Shakespearean schoolmaster would have thrashed his charges soundly, the modern American teacher is far more likely to send a note home, "Your child is hyperactive. Please see a physician." The consequence: in 1976 one million schoolchildren from the ages of 4 to 14 on daily doses of Ritalin (a barbiturate/amphetamine mixture) for nine months of the year. Schrag and Divoky's chilling and well-argued polemic against this state of affairs takes in the lunatic psychologist Camilla Anderson who urges sterilization for naughty children (or as she prefers to call them, children with "minimal brain dysfunction", indetectable to any psychological tests), associations of parents who believe that their under-achieving children break up their marriages, federal advisers in the pay of the drug companies, and evidence that Ritalin stunts growth and delays puberty.

The larger arguments, against "treating" instead of punishing those who show deviant behaviour, against handing out dossiers on school misbehaviour to every jumped-up authority, and against replacing the psychological process of socialization with medication, follow with relentless logic. The book does not deny the existence of true hyperactivity, but points out that it affects only a tiny percentage. One must hope that British education never reaches such a pitch that "shyness" "demanding attention", "excessive interest in the opposite sex" and "no interest in the opposite sex" are all "symptoms" needing to be dragged out of the classroom.

Victoria Neumark

Looking at life

Butterfly Watching. By Paul Whalley. The Severn House Naturalist's Library. Severn House £7.95. 0 7278 2002 8. Mammal Watching. By Michael Clark. The Severn House Naturalist's Library. Severn House £7.95. 0 7278 2010 9. Save the Dolphins. By Horace E. Dobbs. Souvenir Press £7.95. 0 285 62437 7.

It is significant that whereas ethological studies of birds are relatively numerous, mainly perhaps because of a long history of official protection, similar investigations of other animal groups have been much less to the fore. Butterflies, for example, were long thought to have no behavioural patterns at all (hence extension of the word "butterfly" to signify a capricious nature in man). Yet, as Dr Paul Whalley's *Butterfly Watching* tells us, much of their activity is at least as co-ordinated and purposeful as that of birds, even if we do not as yet always fully understand it. Indeed, the very fact that the author (who is on the staff of the British Museum of Natural History) poses as many unanswered, or incompletely answered questions as describes what is known, indicates just how much this aspect of the group has been neglected. We know, for example, that some butterflies have mating territories, but do all, and if so how are they defined (by olfact, natural landmarks, or both)?

How effective are butterfly defences, such as bright colours, eyespots and cryptic underwing patterns, and against which predators? Do butterflies lie green like birds? (Observed behaviour suggests they might.) Where do they roost and do different species become active earlier in the day than others? The problems worthy of investigation are virtually endless and the significant point is that their elucidation, or part elucidation, is within the scope of every enthusiastic lepidopterist, who can only regard this book as a challenge to throw away his killing bottle and just look and record instead.

Butterfly Watching contains the fullest guidelines to this end and indeed the book, which is beautifully illustrated, has all the requisite background information on structure, life history, classification and names, together with an account of all the European butterfly families and indications of where to look for the different species.

Butterflies are on the whole relatively easy to observe since they are basically sun-worshippers and do not normally object to human proximity. A large proportion of our native mammals, on the other hand, are both highly secretive and nocturnal and, not unnaturally, rather wary of our attentions. Watching them, therefore, involves a very different technique, paying due attention to field craft, perhaps dressing up for the occasion, and moreover conducting one's expeditions solo or at least selecting companions who will not chatter.

The author of *Mammal Watching* has a particular interest in bats which, he points out, have too often been neglected in mammal books, but he fills the gap here and indeed covers all the British groups, native and feral, from insectivores and rodents to carnivores and cetaceans with advice on the individual methods of observing each.

Getting really close to any truly wild mammal is always exciting, but if Harold Dobbs's experiences, and those of his associates around the world, are anything to go by dolphins would seem to be rather special. Apart from championing the conservation cause of a group which has frequently been the target of the most hideous wholesale slaughter, for the most tedious of reasons, *Save the Dolphins* overriding theme is to provide evidence to show that these appealing cetaceans tend to court man's company - something which has been at least suspected since classical times. Dobbs and other divers and seagoers are romped with, given rides, played tricks upon in ways which do indeed suggest that there is some sort of spiritual affinity between them and *Homo sapiens*. The intriguing thing is that dolphins do not take to everyone indiscriminately: only those most receptive and sympathetic towards them; and moreover that those humans who get to know them experience an inexplicable feeling of exaltation as a result.

Anthony Wootton

Policy decisions

Incomes Policy. Edited by R. E. J. Chater, A. Dean and R. Elliott. Oxford University Press £15.00. 0 19 877145 2. £5.95. 146 0.

Incomes policies have failed. Without exception they have not produced a sustained fall in the rate of inflation. Nonetheless this is a useful book, for work which has used aggregate data, in great detail in other examina-

tions of incomes policies; the book is not just a re-hashing of old arguments. Particularly interesting are chapters by Carl Thomas on the effect of such policies on the low-paid, by David Klitchev and Barry Cunow on their effects on the high paid, and by Robin Chater on their effects on differentials. The last is exceptionally important because, unlike previous work which has used aggregate data, Chater looks at a particular en-

gineering case study and reverses the usual conclusion that such policies do not affect differentials. The finding is of great importance in measuring the costs of incomes policies, and must surely prompt further study.

Although the papers are not all of that interest or quality, this is a useful book which most teachers of economics, and many pupils, will wish to consult from time to time.

Geoffrey E. Wood

Calculating facts

Business Calculations. By J. O. Bird and A. J. C. May. Longman Business Education Series £3.50. 0 582 41123 8. Practical Calculations for Business Studies. By V. N. Newcomb. John Wiley £3.75. 0 471 27967 6. Accounting and Numeric Methods for Business Studies. By D. E. Turner and P. H. Turaga. Edward Arnold £4.95. 0 7131 0590 9. Marketing Decisions. By Peter Tinlinwood. Longman £3.95. 0 582 35543 5. Strategic Marketing Management. By Gordon R. Foxall. Croom Helm £6.95. 0 7099 1003 7.

Designed to meet the requirements of Module 2 of the BEC Business Calculations syllabus, *Business Calculations* is intended for students who wish to develop and improve their numerical skills. The text is divided into three sections: Part 1 considers the nature of business information and explains how it is collected; Part 2 discusses the necessity for calculations in the commercial environment and covers the basic rules of arithmetic, fractions, decimals, percentages and their applications, averages and ratios; Part 3 deals with the presentation of information in diagrammatic form. No previous knowledge of the subject on the part of the reader is assumed and there are over 400 questions (answers provided) for the student to test his progress. The final chapter of this well-organized and practical textbook consists entirely of integrated assignments following BEC guidelines.

We are informed on the cover that *Practical Calculations for Business Studies* contains problems and applications for "students in Africa", but the only noticeable difference it makes is that the currency calculations are based on the East African shilling, so that it provides a suitable text for use in any English-speaking

country with a decimal currency. The author claims that the volume covers material appropriate to a whole range of examinations "both inside and outside Africa" and this would certainly seem to be the case.

Although *Accounting and Numeric Methods for Business Studies* is specifically geared to the needs of those studying for the BEC, Numeracy and Accounting module (and an excellent book it is for that purpose), it will also be found valuable as supplementary reading by other students. The quantitative aspects of business activities are thoroughly integrated with the rest of the text and appear only at the stages where they will be required by other students. The qualitative aspects of business activities are thoroughly integrated with the rest of the text and appear only at the stages where they will be required by other students. The qualitative aspects of business activities are thoroughly integrated with the rest of the text and appear only at the stages where they will be required by other students.

As might be expected with modern texts, both books on marketing lay stress upon the change from production orientation to market orientation, both are well-illustrated, and cover much the same basic ground in a thorough manner. If in a slightly different order, *Marketing Decisions* is probably more suitable as an introduction to the subject; the large type-face heavy sub-headings and simplified treatment making it easy for the newcomer to the subject to assimilate the material, and the extensive use of case studies in each chapter will assist students in the application of theory and analysis of actual problems.

Strategic Marketing Management is a much more sophisticated volume incorporating behavioural science, corporate strategy, and segmentation analysis, and directed almost from the beginning towards the concept of Integrated Marketing, expounded clearly and skilfully in the final section. This too, is an introductory textbook, but at undergraduate or postgraduate level.

Howard Sergeant

Castles: A Guide for Young People
A new edition of this colourful book which brings history alive by making the subject FUN. Includes a quiz, board game and model castle to make.
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The invaluable reference book containing everything worth knowing on Britain and the British. Revised format includes many new features such as a short history of the UK.
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More than skeletons and shadows

Edinburgh is a small city. Everyone knows Henderson's ("trendy Hendy's") a cheap salad-bar-cum-wine-bar with music on weekend nights frequented by people from the University and music/Festival circles; everyone meets up at Bannerman's, an old vault converted into a pub dispensing mulled wine and pints of McGowan's. If the poets no longer gather as they used to at Bell's Bar, yet you're bound to bump into someone at the Abbotsford, a cosy old pub untouched by orange lighting and Space Invaders. For those with more recherche tastes, the Laughing Duck bar or the Kenilworth may prove amusing; for a night out with music the Calton Hill Studios are worth checking out.

Tourist Edinburgh, from Greyfriars Bobbie to the great leap of the Firth of Forth Bridge, is too well documented to need introduction. The incidental joys of perambulating Auld Reekie are perhaps even more enticing. Golden pestles and mortars over chemists' shops, and great golden fish swinging over the fishmongers; the Aladdin's Cave of the Varona Italian food shop; Napier's, homeopathic chemist and herbalist, where you can buy ointment in cardboard pots and their own marigold toning lotion; the Glasshouse, dispensing glass objects and cups of coffee, with newspapers on the rack. Down Leith Walk the grey granite houses grow nearer and more huddled together; up in Morningside the grander houses of the respectable middle classes draw themselves a little apart. Not very far away the Perthshire countryside rolls away to the Pentlands Hills.

And Scotland - lochs and moors and wild Highlands - is in the northern air, calling.

On British Rail's Big City Saver ticket you can travel return to Edinburgh from London for £24 travelling only on nominated trains, mostly late at night. For a more flexible option, Weekend Return is only £42.50, or from October to March the shuttle standby on the last flight of each day is £28 each way. The Edinburgh Pub Guide, published by Edinburgh Students' Union, and Edinburgh by David Dalches (Granada) are quite useful. More information from Scottish Tourist Board, Ravelston Terrace, Edinburgh 4. Tel: 031-332 2433.

Ready for anything

Robin Mead reviews a selection of guide books to Europe and the USA

When travel writers come to review the literary outpourings of their fellows, it often seems to be done on the principle of "Buggins's turn". Mr Smith's new guide to Paris is a valuable addition to the bibliography of that city," says Mr Jones, in his column in the pages of some esoteric journal. "His knowledge of, and keen insight into, the history, art and literature of that city will be appreciated by every true Francophile." The next year, Mr Smith says something rather similar about Mr Jones's new book.

Which is fine for Messrs Smith and Jones and their respective publishers, for historians and art historians maybe, and perhaps for a few armchair travellers too. But what about the poor travellers themselves? Of course, intending travellers want their appetites whetted. Of course they want a guide book which will help them with that aspect of a holiday which is often as exciting as the holiday itself: the planning of it. But, more than anything else, they also want a book which they can take with them on their travels and which will not only include maps and pretty pictures but which will also tell them about the local hotels, camping sites, restaurants, shopping, local customs, museums, and excursions.

So it is nice to find all this information, and much more, in the Euro Guide 81/82 produced by Hallwag and published in Britain by Collins. At £13.95 it is not cheap, and its size also goes against it (it is car

glove compartment-sized, rather than pocket-sized). But, as one might expect of Hallwag, the producers of the Continent's best road maps, it is a comprehensive and detailed guide to Europe - except the Soviet Union.

Of its 966 pages, 209 are maps; and there is also a hefty hotel directory in the back. In between, the touring guide - in English, French and German - is hard to fault. Motorist can load the Euro Guide into their car, add their passport, car documents and travellers' cheques, and set off for three months on the Continent knowing they were ready for anything.

Personally, I might be tempted to add Thomas Cook's European Cities (£4.95), which has already been reviewed in these pages, purely for the emergency addresses, local opening times, and so on, which better Hallwag's effort. But that is not intended as a criticism of the Euro Guide, which could hardly have got any bigger anyway. It really is one of the most comprehensive and best-produced travel guides on the market.

Covering a Continent in the space of one book is necessarily a pretty tall order, but another publisher to try it is Fodor, whose newly-revised Europe 1982 provides pen portraits of - and lots of practical information about - 33 countries. The number and variety of editorial contributors to the Fodor guides inevitably makes for something of a pot pourri, and writing standards vary - so check the

country in which you are interested before you buy the book. But the range of information, and particularly the practical tips for the uninitiated, is very extensive.

The same applies to Europe's younger offshoot, Budget Europe 1982, which is just about pocket-sized and aimed at the more youthful, or perhaps more casual, traveller. Perhaps the book is not always as budget-conscious as its title might suggest (something which, I am glad to hear, the editors are looking at for next year), and there are some mysterious, and sometimes irritating, section headings (why, I wonder, do American publishers insist upon calling hotels and guest-houses "accommodations"?). But if you are heading off to the Continent next summer with just a student rail card in your pocket, or perhaps armed only with an energetic thumb, this is the book to take.

British prices for these books were not known at the time of writing but, as a guide, they retail for £11.95 (£6.32) and \$9.95 (£5.26) respectively in the United States. They are widely available in Britain.

Although the coffee table-type of travel book seems to be as ubiquitous as ever, the number of really good new guides does seem to have fallen during the past year. So it is good to see that Collins is continuing to produce its useful little country-by-country and city guides, with regional maps and town plans, sections on food and drink, and

ideas for leisure activities. (The city walks are particularly good).

New titles include Welcome to Greece, Welcome to Paris, and Welcome to Rome, and these paperback books sell at £1.95 each.

Finally, a plea for that most disadvantaged of travellers: the British visitor to the United States. There were more than a million of these last year, but - in most cases - they were unable to obtain guide books to the new, and often totally unknown, holiday destinations of the other side of the Atlantic.

There are guides to New York, of course, and a smattering of Continent-wide handbooks. And in recent months a Dutch-born American graduate living in Europe called Jan van Dam has produced an excellent guide to West Coast USA (John Murray, £5.05). Miss van Dam has written her book with the European visitor very much in mind, and besides giving details of the places to see, she includes invaluable information on Western social mores, language ("Keep your pecker up" is not something you say to an American; it means something very rude on earth), and food (why on earth didn't we import the waffle instead of the hamburger?). She also earns a special vote of thanks for calling hotels "accommodation" and not "accommodations".

But what we need now is more of the same - or almost the same - about Florida, and Texas, and the South-West, and New England, and perhaps even Canada; all these places where British visitors are flocking in their thousands but for which they cannot find a worthwhile guide book.

Publishers, and Miss van Dam please note.



Glacier National Park, Montana: a profusion of lakes, forests and mountain paths.

Photo: Christopher Portway

Battlefield in paradise

Christopher Portway travels through Montana

You can almost hear the swish of bullets and arrows through the air. Colonel George A. Custer and his Seventh Cavalry have remained a legend long after the repercussions of the reasons for their valiant but somewhat insignificant action of 1876 have subsided. Little did the gallant colonel realise he was entering upon the threshold of immortality when he and his men attacked the biggest gathering of Indians - Sioux and Cheyenne - ever seen on the Great Plains of Montana. "In about the time it takes a white man to eat his dinner", as an Indian story has it, Custer and his 225 troopers were wiped out.

But what we need now is more of the same - or almost the same - about Florida, and Texas, and the South-West, and New England, and perhaps even Canada; all these places where British visitors are flocking in their thousands but for which they cannot find a worthwhile guide book.

The whites lost the battle but won the war. Though the Indians danced while news of Custer's disaster inched back to the telegraph station at Bismark, in Dakota Territory, to burst upon a nation celebrating its Centennial, only six years later those same Plains Indians were confined to reservations and the Little Bighorn resounded to the creak of wagon wheels as the new settlers invaded the West.

The Indian reservations remain here as they do further north. Some Indians, it seems, are ready to forgive and forget. One such paragon was Chief Plenty Coups who did much to preserve his Crow brethren's rights and yet forge friendship with his conquerors. His monument stands near Pryor among the rolling hills he loved. In the north, around Browning, is Blackfeet Country; the reservation of the one-time most powerful tribe on the northern plains where, again, the clash of arms resounded. Now there is the same peace edged by a smell of treachery.

Quite close to Yellowstone and easily accessible from Bozeman and Butte is a region they call Gold West Country holding, in its sun-toasted maw, another page of American history. Butte itself has a roughneck kind of character, its copper mines and situation on "the richest hill on earth" (not to mention the largest and ugliest hole - the quarry a mile deep and a mile high) and a record of past opulence and (Irish immigrant) badness that has not quite died. Across the nearby Tobacco Mountains two historic townships made famous not by copper but by gold live on in the form of very undead museums.

But Montana is not simply a land of Indian reservations and memories of the war. The Indian reservations remain here as they do further north. Some Indians, it seems, are ready to forgive and forget. One such paragon was Chief Plenty Coups who did much to preserve his Crow brethren's rights and yet forge friendship with his conquerors. His monument stands near Pryor among the rolling hills he loved. In the north, around Browning, is Blackfeet Country; the reservation of the one-time most powerful tribe on the northern plains where, again, the clash of arms resounded. Now there is the same peace edged by a smell of treachery.

To my mind few vistas are as magnificent as eastern Montana's empty sprawl. But I found no beauty; only infinite sadness on the grassy ridge frosted by sage where Custer made his last stand. Under brilliant sun or leaden sky the battlefield with its railed-off gravestones remains austere and melancholy.

The chronicle of Alder Gulch be-

continued overleaf

Over the water

Francis Kellaway on the Isle of Wight

It is possible to get there by Sealink or other ferry, by hovercraft or even by light plane. But whichever way you travel you will be regarded by the local inhabitants as an "overner". They are, of course, the residents of the Isle of Wight. Those of indigenous descent (rather than of recent

retirement) feel strongly, and with good justification, that their back-ground and ambience are different from the mainlanders. The island is such a coherent size as to feel itself an entity. It is self-contained and could, in terms of true essentials, almost be self-sufficient.

In practice, fuel, foodstuffs and many manufactured products are shipped across the Solent from Portsmouth, Southampton or Lymington.

The visitor will get the truest flavour if departure from Lymington is chosen. This means an arrival at Yarmouth, which, quite unlike its East Coast namesake, is compact, old-fashioned (a word of high praise with character and appeal to senses and sensibilities. There is little pop entertainment (indeed this is true of much of the island outside the holiday camps and the more blatant "resorts"), but a plethora of pleasant views, streets and buildings such as the old tide-mill and the square-fronted town hall with its studded front-door.

And everywhere there are boats of all sizes and descriptions. Obviously, in an area of less than 150 square miles (with 23 miles the greatest length from east to west and 13 miles the maximum from north to south) the sea is omnipresent. The mecca for posh sailors is Cowes - incidentally, best seen from the water which is one advantage of the route from Southampton has over the other incursions. But for those who just like messing about in boats, Yarmouth is a magnet. So is Bembridge on the eastern extremity, and notable also for its first class school, substantially populated by children of service personnel.

To return to West Wight, it is a short run from Yarmouth to Alum Bay with its multi-coloured sands, and thence southwards to Freshwater and the downs beloved by Tennyson. Along the south-east coast there are the attractions of Ventnor, Shanklin and Sandown. Here there are crowds in the season; the weather is usually good; the micro-climate of some parts, sheltered by high cliffs, frost-free at night, and in the full sun by day, is such that the gardens burgeon with fuschias, vines, even pot-potatoes and other exotic growths.

Inland there is one largish town, Newport, housing local government, the island's technical college and the usual schools. Shopping is good, as is communication to the other built-up areas of the island. But, whatever local pride might aver, there is little of outstanding architectural note -

against which should be set the advantage of an absence of ghastly monstrosities.

There are, however, notable buildings. The famous Osborne House, close to East Cowes, was the favourite residence of Queen Victoria, and it remains redolent of her and of Prince Albert. It was he who was responsible for the nearby Whippingham church where modern technology now provides an audio guide to the visual pleasures of a remarkable edifice carrying many reminders of the royal connections.

Carisbrooke Castle and Parkhurst prison might seem an odd juxtaposition of names, but each has its place in history, and Carisbrooke was itself a prison for King Charles I in 1647. His attempts to escape would make a dramatic story for some other article, as would the exploits of the present-day donkeys which are one of the attractions of the tourist route.

For there is much to appeal to the gregarious sightseer, or the leisure seeker, throughout the island, and especially of course in high summer. (Cowes week is another part of the season which brings another set of visitors). But for those who appreciate beauty and comparative solitude there is even more to offer.

There are way-marked walks for the more timid, nature trails, and ample ground for the venturesome to explore with map and compass. There is outstanding scenery, especially on downs and cliffs; and always there is water.

Not that the sea has kept the island immune from attack. There were invasions by the Danes over several centuries; the French devastated Newport and much of its surroundings in the fourteenth century, and came raiding for another 200 years. There was the Civil War involvement and later, in the Napoleonic wars, the island was a garrison.

But the area, and its people with their still-remaining suspicion of overners, coming over the sea from whatever direction, has survived as a unit. Since 1974 it has been an administrative county in its own right - the smallest in area, but with as much, in quality and variety, of scenic beauty and beguile the traveller as any other part of Britain.

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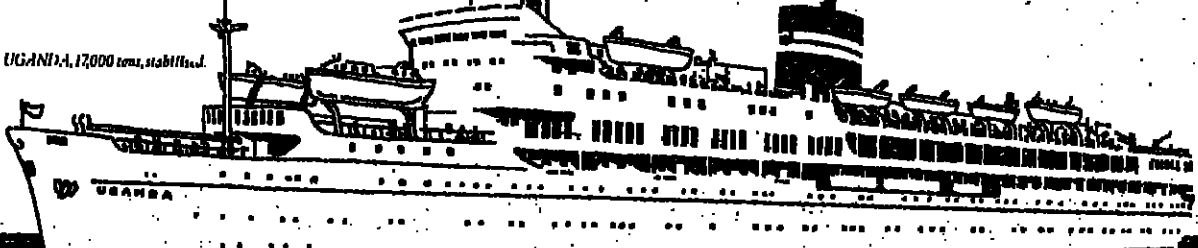
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Summer with Sven

A Swedish exchange scheme described by Julie Webster

"What did you say it was called, Miss?"

"Sill Magnus, a sort of pickled raw fish - it's really delicious, you want to try it."

"What, eat that... even my ferrets wouldn't touch it!"

And so the conversation continued as we circled around the lavish expanse of Swedish delicacies known as the Smörgåsarbord. I had the sinking feeling that the niceties of this trip to Sweden were falling on stoney ground as far as one of my pupils from the wilds of Wensleydale was concerned. But I struggled on...

We were in fact sailing over the North Sea aboard Tor Scandinavia on the second stage of this year's Swedish exchange visit. The whole thing started with the arrival of a poster and brochure in the school office: "Exchange Travel to Sweden, 1981", they announced. The price £69 seemed very reasonable, covering all travel to and from Sweden and meals aboard ship too.

Without knowing quite what to expect - after all, Sweden is rather an unusual choice for an exchange visit - the information was displayed. It did in fact attract six, very enthusiastic pupils, only a couple of whom had ever been abroad before. Forms were submitted giving useful information about family interests, smoker or non-smoker etc. to ensure the most compatible match possible.

By March each of my pupils was in contact with their Swedish counterparts and excitement grew as they each learned new facts about their host family and the visit: a summer cottage on the lake; another on the coast, a visit to Stockholm... their lists seemed endless!

Sweden in summer is a wonderful place to be, especially for outdoor activities like walking, fishing, swimming and, of course, sunbathing. Contrary to popular belief, their summer is, in fact, hotter and drier than here in Britain. The Swedes' enthusiasm for being out-of-doors in the *natur* as they call it, is sure to rub-off on even the most ardent city-lover!

The average Swede, Sven Svensson, as he is so quaintly known, is very proud of his country and the chance to show it off a little to a visitor delights him. By comparison to us, Sven has little to show in the way of really old buildings but he makes up for it with his walks through the forests, his seemingly endless passions for home-barbecues and his early morning swims at the summer *stuga*.

Sven also likes to show off his knowledge of English to his friends so younger visitors can more or less be guaranteed the treat of *kaffe* and *tarta* at his friends or neighbours. Language seldom presents a problem. Children in Sweden learn English from the age of nine and it would be easy to believe that no Swede exists who cannot speak English!

Incidentally, the Swedish summer cottage seems to be the rule rather than the rarity - not a luxury reserved for the better-off as here in Britain.

As our exchange arrangements got under way, it seemed that parents' biggest worry was what their child would do if something happened over in Sweden. Being used to the usual school exchange en masse, it would naturally be worrying to think of their child, alone in a foreign town, away from fellow travellers. In fact, throughout each visit in Sweden and Britain there is a telephone contact available to whom the host parents or visitor can ring in case of any problem, however minor. Being organized on an individual basis does have its advantages. It means that the number taking part from each school is of no significance and more important still, the child involves himself more fully with his exchange family.

Parents' fears were allayed, passports obtained, final arrangements were made, as at last the beginning of July arrived, and the first stage of the exchange got under way. We collected our weary half-dozen Vikings late one night at Leeds. The coach they came on had brought them directly from the ship at Felixstowe and had deposited others along the way at organised points. This obviously saved a great deal of extra expense and confusion and solved our only problem: just how to transport our visitors from the Suffolk coast to the hills of north Yorkshire! The journey is a long one: a 24-hour boat trip with a long coach journey at each end is bound to exhaust even the most energetic traveller.

Within 24 hours all had been sighted again, back in school, shyly accompanying their English partner to each lesson. Other pupils took an obvious delight in meeting them and their interest in our ways of schooling, so traditional by comparison, was equally evident. Language did not seem to be a problem and some even returned to Sweden three weeks later boasting a mild Dines accent!

After being treated to the relaxed informality of the end-of-term, house matches, sports day, final assemblies (so unheard of in Sweden) they had one more week here and then it was time to play host themselves. The exchange is weighted in their favour with a three week stay here compared to two weeks for our pupils in Sweden. The reason is quite simply the generous subsidy paid by the Swedish government to the scheme.

Once more a coach met us at Leeds and the long trail back to Felixstowe began. This year, 230 such couples from all over Britain took part so it is not difficult to imagine the scene as we all converged on the ferry terminal. Tickets were issued, passports shown and we

were on board Tor Scandinavia at last.

The sea voyage is a holiday in itself, I should add for the benefit of those used to the relatively primitive facilities of some of the cross-Channel ferries. The accommodation was in four-birth economy cabins and the meals were taken in the self-service restaurant.

Besides myself, there were also several Swedish and English leaders to accompany the children on the voyage. We held meetings to explain travel arrangements in Sweden and throughout the journey there was always somebody available to solve any problem - usually no more serious than the issue of a sea-sickness tablet!

Later the next day we docked at Gothenburg and the last I saw of Magnus and my other pupils was the tall lights of the coaches which took them off to their various towns.

When we all returned to Gothenburg two weeks later, it seemed that most would have been quite happy to continue living in Sweden! A large proportion seemed to have taken their first step by getting kicked-out in their new clogs and patriotic blue and yellow T-shirts.

If success can be measured by talk alone, then as far as my own six were concerned, the exchange was successful. All felt that it was well organised from beginning to end. Magnus was perhaps unlucky - his "Sven Svensson" turned out to be more of a "Sven-stay-at-home", but as luck would have it, his Swedish family did have rather a nice daughter... she must have had quite an influence on him. He admitted that after two weeks he actually liked the *sill*. The rest had few complaints about Swedish hospitality: Helen was staying in the south of Sweden and her family did not miss the opportunity of taking her to Copenhagen as promised; Joann told me that she was even proudly shown the family graves in the local cemetery!

The most daunting experience for all of them, it appeared, was meeting their Swedish family for the first time. That feeling must surely be commonplace to any exchange visitor. Just like the brochure said, "America and Robert have both already arranged their visits to Sweden next year and another two out of the six tell me that they will certainly take part in the scheme again."

As for Magnus, I think maybe he missed his ferrets!

The exchange was organized by Swedish Educational Travel Ltd, and is open to young people between the ages of 12 and 18.

If you would like more information please write to: Swedish Educational Travel Ltd, 6 Harcourt Street, London W1H 2BD.

Julie Webster teaches at Wensleydale School, Leyburn.

Battlefield in paradise continued

The highway that runs through Glacier National Park is an engineering marvel romantically named "The Going-to-the-Sun Highway". It commences from the township of West Glacier accompanying the elongated Lake McDonald and ending beside another, Lake St Mary in the east. In between is a glorious panoply of peaks mottled with glaciers, a profusion of lakes, forests, wild flowers and mountain paths. The Canadian border runs across the northern tip and, close to it, is the striking Many Glaciers, overlooked by its famous hotel of the same name whose summer staff are college students selected for their singing, dancing and orchestral accomplishments more than their flair for hotel duties.

Earlier, I had entered into the tree-clad hills of south Montana's lesser complex of Big Sky and, in particular, its Lone Mountain guest ranch, and angled for trout in the Gallatin River. I trudged the steep

valleys and winding trails of the Glacier National Park with bald eagles and grizzlies for company. For such pursuits this exhilarating state has few rivals.

History again - and some of the United States most inspiring chapters - clings to the route of Highway 89 which, after unrolling from its mountain gyrations, arrows in bouncy exuberance to Great Falls. Here one is in Lewis and Clark country but for the true flavour of the epic voyages it is necessary to continue across the Butte-contorted landscape to Fort Benton, a community straight out of the sagas of the American 19th century.

Fort Benton's streets have hardly changed since. The very name and character of its Grand Union Hotel echoes the reconciliation after the Civil War when steamboats blew for their landing and great cattle herds crossed the Missouri within sight and sound of guests. The Missouri here is rich in pioneer lore. I spent two idyllic days meandering down this magnificent shallow waterway taking the same route as Lewis and Clark

and the settlers who followed, and hearing from Bob Singer, whose only fit runs just such voyages, stories of those stirring days. In the silence of our glide downstream we witnessed the miracle of crane and eagle, of delicate cautious deer on the islands, and the glory of the sun's reflection on the placid water broken only by the splash of a fish as it leaped to catch a fly.

This voyage alone would have made memorable my visit to Montana.

Contacts: Bob & Vivian Schaefer, Lone Mountain Guest Ranch, Big Sky, MT 59716. Onno Wieringa, Glacier Raft Company, PO Box 29, West Glacier, MT 59716. Bob Singer, Missouri River Outfitters, Box 1216, Fort Benton, MT 59442.

NW Orient Airlines flies daily between London Gatwick and Minneapolis from which there are frequent flights to Montana's cities.

Full details of all aspects of the Travel Promotion Bureau, Division of Public Affairs & Tourism, Helena, MT 59601.



Uxmal, Yucatan. The Pyramid of the Sootsayer

The Yucatan of Mexico

By Michael Hutchinson

"The Yucatan of Mexico" - it sounds impressive, especially with the accent on the final Yucatecan syllable: Yucatán. Reports from friends and acquaintances who had visited the area were glowing. The tourist brochures were - well, like tourist brochures are. My first impressions were poised for the experience and...

And there's a phrase from *Hanley*, voiced by the stay-at-home himself: "How weary, stale, flat, and unprofitable..."

That was the Yucatan.

Or that was my first impression of it. Thirty-six hours in a coach with minimal sleep is bound to jaundice the most gleeful adventurer, and so my arrival into Merida was hardly of the most auspicious (or conscious) variety. Stepping off the bus, I saw a low-set, scrubby township of intractable banality: the "white city", they called it. The streets were either wind-swept or muggy for all the time I was there. This was, I assured, the true out-of-season face of the capital of the Yucatan.

On the other hand, I was assured that it was a marvellous, romantic city which blossomed with culture and history, where the porches of pastel-coloured colonial houses open on to flower-bedecked patios. The tourist brochure continues...

But if that's unfair to Merida, where I had my first luscious introduction to the local cooking (far superior to anything further north) then it's certainly true of the countryside around it. Minus rivers, low-lying, hot and humid, covered with straggly shrub occasionally burgeoning as jungle - the landscape hardly challenges the dramatic terraces of further north or the verdant coastal strip of the Gulf. "Weary, stale, flat, and unprofitable" describes it accurately enough. Only the ruins belie one's initial reaction.

For the ruins are what everyone goes to the Yucatan for, and they vindicate the most depressing of landscapes and the most pressing case of heat exhaustion.

Every tourist going to Mexico, for whatever reason, hears about them well in advance, unpronounceable names that soon become part of his everyday vocabulary whether he heads for them in a bee-line or not. The ruins are impossible to ignore.

I took a trip around the smaller sites first, so as not to belittle them after seeing what were reputedly the more impressive sites. Kabah, Labna, Xlapak, Sayil... Chicken-Itza and Uxmal. They even sound exotic; the lost cities of the Yucatan, crumbling back into the jungle. Massive columned passages; ornate gateways cut with their geometrical facades; wide ceremonial stairways; halls hung with weird stone tendrils like elephants' trunks; temples with the high intricate roofcombs upon them, delicate superstructures of stone serving a purpose lost with time. How do you take it all in?

The idea of a lost city, like the idea of history itself, becomes too large to comprehend: less an object lesson than a subjective lesson. It's the atmosphere, as much as the stones themselves, that makes an impression.

Which is why Chicken-Itza, as the

most famous of the archaeological sites in the Yucatan and an impressive experience in spite of its deficiencies, still lacks something that remains clinging to Sayil and Labna and Uxmal like the tendrils of a creeper.

Chicken-Itza boasts a sound-and-light show, a well-kept lawn, a bottomless well that once received human sacrifice, an ancient "ball-court" with excellent acoustics. Everyone tries out those acoustics.

But it has more of the atmosphere of a reconstruction than a restoration. Everybody (there are a lot of visitors to Chicken-Itza) tells to the summit of the most famous pyramid, and then tumbles down again back into the coach and off to the next site. I decided my awe needed a rest.

That other great attraction of the Yucatan peninsula was calling. The Caribbean beckoned, and after so much jurching around piles of hot rocks in the blazing sun, I made for the coast.

The Mexican tourist authority has created a legend on the Caribbean coast of the republic, as everyone on the peninsula will tell you at the mention of the word "Cancun". The story, as it is told, begins with an introduction. "A few short years ago" is the usual formula, as though this were all a fairy tale - and in a way, it is. It tells of a competition sponsored by the Government, and a desert strip of land that won it; and how that spit of land was turned into possibly the greatest tourist draw the country possesses.

It's the sand that is the secret of the brand-new resort of Cancun, the sand and the sea and the sun. It's the perfect package-tour paradise of luxury and lethargy, a megalomplex of swimming-pools, air conditioning, and silver sand. Cancun: it's a word for brochures and T-shirts... preferably white ones.

So I preferred Isla Mujeres, as much for the fact that it wasn't Cancun, as for all its own little virtues. It is a small island, not quite so dedicated to the tourist as Cancun is, but with the more character for all that. A pet monkey entertains passers-by in the street, and you can eat lobster on the beach. The lanes are now all pedestrian precincts, and when you've finished swimming or sun-bathing you have an evening choice - there are all of three downtown places to eat on the island. The menu leans heavily on fish, including five ways to eat chicken (which is tastier raw) and half-a-dozen variations on turtle.

Food is one of the surprises and delights of the Yucatan. After the rest of Mexico, which doesn't offer supreme excellence in the standards of its cuisine, Yucatecan cooking is marvellous. Sea-bass stuffed with prawns, chicken cooked in banana leaves, "poc-chuc" - pork marinated in spices, venison, wild boar in a daring sauce of lard and peppermint (a magnificent failure, it must be said) - the list is unique and enticing.

I had no intention, in fact, of ever leaving the Yucatan, and I might have stayed on for weeks longer on my Caribbean island had it not been for the kind of once-in-a-lifetime

extra

Made to measure

Robin Mead advises on group travel

There comes a moment, in every common room, when the conversation turns to travel. Past holidays are recalled, and future plans are unveiled; the relative merits of Cyprus, the Costa Brava and Canada are discussed; and the brave or boastful may even give you a glimpse of what they claim to be an all-over suntan.

It is a moment when you have a choice. You can keep quiet; you can produce your own holiday snaps - or you can quietly introduce into the conversation the idea of getting together a group for the next trip to faraway places in the sun.

Take the latter course, and you could be on to an unexpected bonus. For the would-be organizers of travel parties often forget that tour operators and travel agents, anxious to boost this form of business, offer one place in every 10 or 15 entirely free. Get together a group of teachers - or students - for a trip, and your own holiday could end up costing you nothing.

The scope for group travel these days is enormous. Besides being able to make a block booking for any one of the ordinary range of inclusive holidays that can be found in the travel brochures (and at a suitable discount), a group could go to one of the companies catering for special interests. A quick look through the current brochures reveals such varied pre-planned specialist holidays as painting (Galleon) golf (Ellerman Sunflight, among others), art tours (CIT, or Swan Hellenic), sailing (Halsey Marine) - and even naturism (Peng Travel).

There are coach tours, deep-sea cruises - and even a large variety of walking holidays - which all lend themselves to group travel.

But, perhaps best of all, a group can make up its own package. That leaves you and your party free to choose exactly where to go, when to go, what to see and do, and roughly how much to spend; but you still get the price benefits of a normal package holiday.

The first task for anyone planning a group trip, however, is to find the group. Fortunately, that is easier than one might suppose.

People like to spend a week or two with others who have similar professional or spare-time interests, which is one reason why cruises - and the opportunity to play bridge or table-tennis all day and all night if one wishes, without having to worry about where to find such necessities as food or accommodation - are so successful.

Single people, of course, are often particularly keen on group travel. It may be their only opportunity to escape from the boredom of travelling alone.

And the group organizer with a faraway destination in mind may find that he or she is benefiting from a strange antipathy which many Britons still have to venturing into the unknown unaccompanied. This antipathy accounts partly for the popularity of tour guides. It also accounts for the success of a number of hotels in the Far East which have already recognized that as the travel boundaries come down and travel couriers become rarer or more expensive, it pays to have every facility - from western-style meals to shops, hairdressers and a laundry - actually on the premises.

continued overleaf

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Job Hunt

By Penny Turnbull

Vacation Work are publishers of a series of books dealing with all aspects of temporary and permanent employment at home and abroad. The following are just a few of those that have been revised and updated for 1982.

The Directory of Jobs and Careers Abroad deals specifically with opportunities for permanent careers, spanning a fairly wide range of professional and semi-skilled work. It suggests the more sensible ways of finding jobs abroad, listing alphabetically the agencies and consultants that are likely to be the most useful.

The chapter which looks at specific career areas has been considerably revised to take account of current trends in the employment market. Of particular note is an entirely new section that deals with the rapidly-expanding area of computer services. The final section lists many of the countries world-wide that offer career openings, viewing each in the light of economic and cultural factors likely to influence employment, and supplying details about particular kinds of work. In as far as it is possible to know what the "definitive" guide is, this book lives up to the publisher's claim.

The 1982 Summer Employment Directory of the United States, published originally in the United States, is particularly designed for the American student, but contains a useful chapter which tells the foreign student how to go about finding work. This information is vital as the regulations are strict and complicated, and work is only guaranteed with the prior acquisition of an appropriate visa.

Summer Jobs Abroad 1982 will probably be the most useful volume for those taking off this year for a few months of full overseas. It provides basic and essential information about visa restrictions and language requirements, and lists a huge range of paid and voluntary jobs available in over 30 different countries.

The revised edition of **Kibbutz Volunteer** comprises more up-to-date information about this unique form of community living. Preparation for a stay on a kibbutz requires an understanding of the Socialist ideals by which it operates. John Bedford provides a careful account of the general principles of organization - that is, what you may expect from this working holiday, and what will be expected of you. Further general information is given about accommodation, food and transport, followed by full details of 200 alphabetically-listed kibbutzim.

The Directory of Jobs & Careers Abroad by Philip Dodd. £9.50 ISBN 0 907638 12 0.

1982 Summer Employment Directory of the US edited by Barbara Norton Kuroff. £5.95 ISBN 89879 063 4.

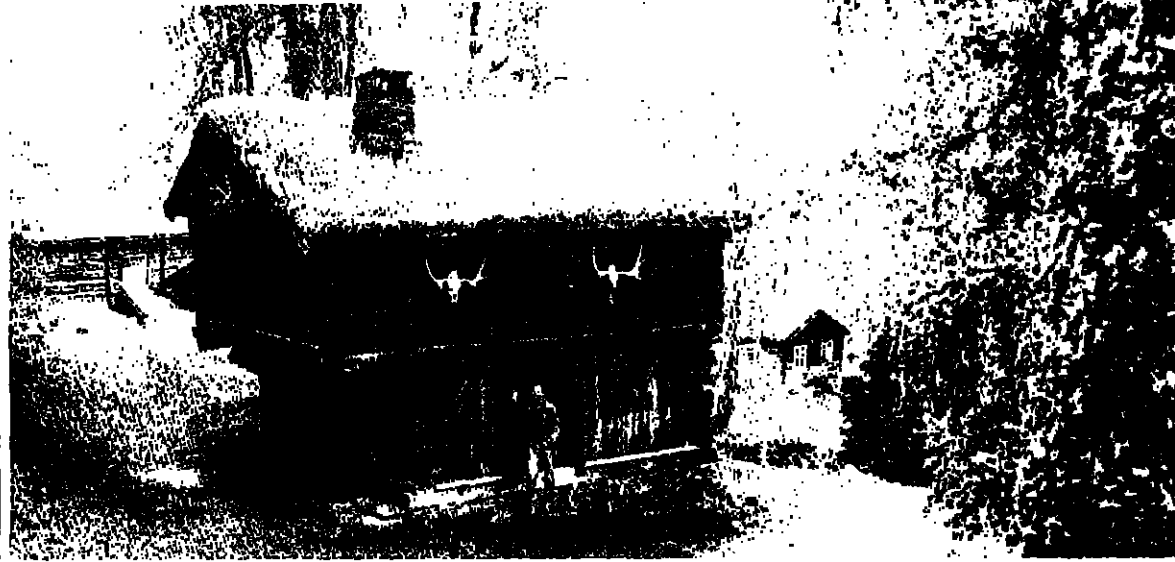
1982 Directory of Summer Jobs Abroad edited by David Woodworth. £3.95 ISBN 0 907638 01 5. **Kibbutz Volunteer** by John Bedford. £3.95 ISBN 901205 97 4.

Made to measure

Many European visitors, it seems, will happily walk the streets of Bombay, Bangkok or Bali by day, and tour the clubs in a coach or taxi by night, but they do like to return to familiar, convenient surroundings where everything is immediately available to them, albeit at a slightly higher price than outside.

Perhaps for this reason, group travel to English-speaking destinations does not seem to be as popular in Britain as it is to the more "foreign" places. That is a pity, for there can be very worthwhile cash savings - plus the opportunity to see much more than on an individually-arranged trip - in making up a party to visit the United States. And American airlines like TWA and Pan-Am are very good at creating tailor-made, intensive holidays to suit individual parties.

Once you have the foundation of a party, you can then add a specific interest in mind; it is time to get



Storage houses at Stabbur

A taste of Norway

By Angela Humphery

The group in the saloon on board Danish Seaways M/s "England" were playing *You are my sunshine*, but not so much as a single ray of it pierced the solid blanket of cloud as we sailed up the Oslo Fjord on a grey Sunday afternoon in June.

It did not dampen our spirits, though, because we had just spent 29 hours crossing the North Sea eating and drinking Scandinavian-style. We had been getting to grips with *smørgrøt* and *akevit* (Water of Life) and the effect of the *Akevitt* was still with us.

Smørgrøt (pronounced smur-gaw-boor) is not, as so commonly thought by foreigners, just an open sandwich. It is more a way of life - an enormous cold table with hot dishes too. You start with bread and butter and some of the wide variety of herring dishes - plain, pickled, in wine sauce or curry, in cream sauce or as a salad. Then come other types of fish - smoked salmon, shrimps, the lobster and eel. Next egg dishes and salads, then different kinds of cold meats, plus hot meat-balls or sautéed kidneys and, finally, the cheeses.

All this is washed down with cold beer or even colder *Akevitt*, a colourless spirit made from potatoes and flavoured with caraway. Armed with bottles of duty-free spirits from the boat, we checked into the Viking Hotel in the centre of Oslo. (Drinks in Norway are expensive - a beer costs £1.50 - and on Sundays wine and beer only are served). In the new Crystal Garden Restaurant in the hotel, surrounded by lush greenery and trickling water, we dined on poached salmon and fresh cloudberries.

Next morning the sun was shining and we ate breakfast outside. Scandinavian breakfasts are sturdy self-service spreads of fruit juices, kefir (a cross between yoghurt and sour milk), cereals, boiled and scrambled eggs, bacon, cold meats, cheese, rolls, rye bread and mumpærnickel, jams and matmalade.

Thus fortified, we were ready to

explore Oslo, Norway's capital. With a population of 475,000, out of a total of four million, this means about one square mile per Norwegian. In the city centre is a flower-market and, driving up Karl Johan's Gate, a superb view of the Royal Palace.

The impressive city hall faces onto the city on one side and out over the harbour and fjord on the other. Started in 1933, but interrupted by the war, it was not completed until 1950. The interior is covered with large murals, one depicting the five years of war and occupation, and the floors, balconies and window-frames are of solid grey Norwegian marble.

From the city hall, we took an eight-minute ferry-ride to Bygdøy, to see the Kon-Tiki Museum which houses the raft on which Thor Heyerdahl and five companions drifted five thousand miles across the Pacific. There, too, are the Norwegian Maritime Museum, the Polar Exploration Ship "Fram", the Norwegian Folk Museum, and the Viking Ships Museum in which are the only three surviving Viking ships.

These magnificent 60-ft long oak vessels, black with age, have prows and sterns curving up 12-ft or more and the finest of them, the Oseberg ship, has an intricately carved prow which rears up like the head of a serpent. No wonder, these ships inspired such supernatural terror when the Vikings went marauding.

I loved Gustav Vigeland's gigantic sculptures in Frogner Park of people and animals carved in iron, bronze and granite. They line wide avenues which converge on the central monolith, a 56-ft high granite column carved out of a single block of stone, surrounded by 121 nude human figures.

Up into the hills above the city to see the 100-year-old Holmenkollen Ski Jump - 1,300 ft. above sea level with the Ski Museum built underneath its slope. In it is some of the equipment which Nansen and Amundsen took with them on their Polar journeys and also the oldest

ski in the world - 2,500 years old. From Oslo we drove north through lush green undulating countryside, covered with pine trees and dotted with red wooden barns with bleached reindeer antlers nailed above the doors. Along the shores of Lake Mjøsa, Norway's largest lake, to Lillehammer where we stayed the night at the Pension Ersgaard overlooking the town and lake.

Lillehammer is at the gateway of the 200-km long Gudbrandsdal or "Valley of Valleys". Most people come to this area for a variety of activities - in summer, boating, fishing, hunting, camping, cycling, riding, swimming, bird watching, walking and hand-gliding, and in the winter for curling, sleigh rides, skiing (slalom and cross country), skating and ice fishing. So it is not altogether surprising that young Norwegians, in their uniform of red T-shirts, white moccasins and blue jeans, look so fresh faced and healthy.

Nearby is the 100-acre Mailhaugen Open-Air Museum, the largest in Northern Europe. It was started by Anders Sanvig who came to the area in the early 1880s as a young dentist who had contracted tuberculosis. He did not die but instead formed a large practice and lived to be 88. During his working years he began to take an interest in ancient objects and buildings. He drove back into Lillehammer one day in 1887 with his first cartload of "old trash" as most people called the things he had collected.

In 1894 he came to a decisive turn in his career. When visiting an old farm in the Skjak district, he caught sight of an ancient wooden house and fell in love with it. The log cabin was built around 1750 but had been sadly neglected. He bought it, had it dismantled and transported to Lillehammer and re-erected in his garden. And this was the origin of the open-air museum which eventually came to contain over 120 ancient weathered timbered buildings from

couriers, and other escorts. Alternatively, the "free" places can be used to cut 10 per cent off the cost of the holiday as a whole, so that everyone in the group benefits. Or, of course, the organizer can take a free place himself or herself - a small enough reward for all the planning that has gone into the trip, and for the hours that he will undoubtedly spend dealing with little unexpected crises during the trip.

Still, you may say, if a teacher can't organize a trip successfully, who can? If the heart is willing, and it is just ideas that are lacking, then here are some group holiday suggestions: barge cruises on the Rhine; spring skiing in Austria, Switzerland or Italy; winter or summer sunshine trips to Majorca or Italy's Venetian coast; and off-peak city sightseeing in a variety of European cities (Paris, Florence, Venice, Lisbon, Rome, and the increasingly-popular Madrid spring to mind).

Closer to home, a lot of smaller groups enjoy off-season trips to the Channel Islands. Besides recording

the district of Gudbrandsdal. South-west to the tiny town of Geilo for our third, and last, night ashore before driving back into Oslo to board M/s "England" for the crossing to Newcastle. Geilo is 2,500 ft above sea level and is one of Scandinavia's best developed winter sports resorts.

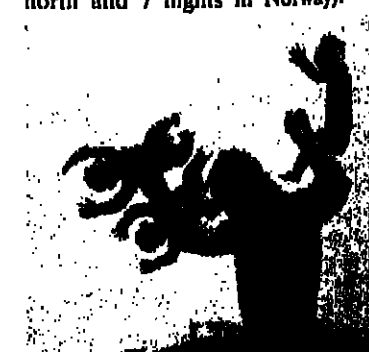
The chair-lift runs in summer too and takes passengers up into gorgeous walking country. As I looked out of my bedroom window that evening I could hear the tinkling of sheep bells, see the snow-capped 6,400-ft high Hallingskarvet Mountain and smell the clean fresh air. Everything in Norway is so clean and crisp that just sliding between sheets and duvets covered in freshly laundered white cotton becomes a delicious sensual experience.

Having left Geilo we climbed 3,000-ft up to heavily wooded countryside with sheep farms, holiday houses, lakes with sandy beaches, moss, heather, blueberries and rushing streams; then down through the Numedal Valley with its gingerbread houses and old trails slowly hauling wagons of timber.

On our way back into Oslo to catch the boat, we stopped for lunch in Kongsberg, founded in 1624 as a silver mining town but the mine was closed in 1957 because it had become too expensive to work. However, they are still open to the public and are reached by a mini-railway a mile and a half into the old King's Mine. The superb baroque church (one of the largest churches in Norway) was built in the heyday of the silver mines during the eighteenth century. Not only is it a silver town but it's a ski town with the season lasting for six months.

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Gustav Vigeland: Man playing with children

somewhat better whether than the British mainland, these islands have their own tax system - so that luxury items like wine, spirits, tobacco, perfume, toiletries, and photographic and hi-fi equipment are considerably cheaper than they are at home. Travellers returning from one of the islands are entitled to a duty-free allowance, just as if they had been abroad, so the chance to go out-price shopping might be reason enough to get together a group.

The same applies to the short round-trip "cruises" now being offered by the Channel and North Sea ferry companies as part of what is likely to be a bloody, but short-lived, price war. A quite average shopper will get back the price of the ticket on duty-free on one of those travelling free, could end up considerably in pocket.

An unworthy thought? I doubt it. The days when people are effectively going to be paying you to take a holiday are, by their very nature, certain to be numbered.

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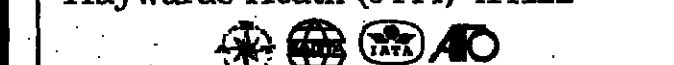
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extra

**A place
apart**

**Frank Eggleston extoles
Alderney**

Alderney is that small dot at the bottom of the television weather map just 10 miles from the French coast.

An island peculiar - its parliament has no political parties, neither are its members paid, it has never known a strike or owes anything to anyone - the loyal toast is still proposed to the Queen as "the Duke of Normandy", and a jar of good old-fashioned home-made marmalade is best bought from a branch of one of the Big Five banks.

Only 35 minutes flying time from Southampton or Bournemouth, the island has changed but little in the past 50 years despite the hurried evacuation of the population in 1940 for the duration of the last war when the island was occupied by German forces.

In many ways, time has stood still for more than a century, for the silent and stern decaying chain of Victorian forts built to deter the marauding French still ring the island, the mammoth breakwater constructed at the same time to provide the British fleet with an anchorage from which to keep a watchful eye on Cherbourg continues to throw its protective arm around Braye Bay, and the single-track railway, the first and now the last in the Channel Islands, still meanders along the same route which Queen Victoria and Prince Albert travelled "with a miscellaneous selection of local dignitaries" in 1854.

To the visitor, the lovely old town of St. Anne, with its cobbled streets, fine old church, friendly hostels and village type shops where conversation is still as important as custom, will be reminiscent of the serenity to be found in any small English county town of the thirties.

No traffic lights, parking meters or pedestrian crossings detract from its old-world charm, for most of the time the narrow roads threading their way through the rows of colour-washed buildings are as safe a path to tread as the time-worn paving stones, and if the old school of two classrooms now serves as a museum, there is the consolation that it continues to further the education of the island's children now attending their lessons in more modern and spacious accommodation complete with sports ground and swimming pool.

Peace comes naturally to this three by one-and-a-half mile island (although as a protective measure its laws now ban the playing of transistor radios out of doors), for unlike Jersey and Guernsey (it has never encouraged the roll-out of ferries which have done so much to mar the charm of those islands. Neither does the island suffer like Sark which, at the height of summer, labours under the constant pressure of day-trippers arriving by boat from Guernsey. The only regular sea service to Alderney is the weekly supply boat from Guernsey which docks on a Thursday, D.V., when most of the island's fleet of lorries are pressed into service and can be seen laboriously making their way up the hill to the town with engines wheezing and on near-flat springs.

With a maximum of only 800 beds being available at any one time for holidaymakers (most of which are booked by the end of March each year) and spared the influx of day-trippers, there is rarely anything to disturb the established pattern of island life or the tranquility of visitors during their stay.

There are a few cars available for hire, but for the most part holidaymakers soon appreciate that Alderney is an island for walking or, at the fastest, discovering on a bicycle. Bridle-paths and walks, often almost buried beneath colourful banks of heather, thrift, marguerites



Le Rue de Grosnez, the island's cobbled main street, renamed Victoria Street in 1854 to mark the visit of Queen Victoria and Prince Albert

and poppies, skirt the headlands, with gorse and blackthorn alive with bird-life and butterflies.

Just off the west coastline the wheeling, diving, noisy gannets nest like snow on the Garden Rocks while further northward, but accessible by boat, is the island bird sanctuary of Burhou with its rafts of puffins waiting to greet visitors. For the use of ornithologists there is a two-bedded hut with cooking facilities on Burhou which can be hired for £1 a day on application to the Clerk of the States.

For families with small children Alderney's many shell-shaped beaches of gently shelving firm sand are safe and ideal playgrounds. Approached through grassland and dunes their outcrops of rocks provide natural privacy for picnics and shallow pools for paddling, but with commercialism forbidden on the beaches families sitting out for the day are well advised to take sufficient provisions with them.

For the more energetic there are courts for tennis and squash, a well-tended nine-hole golf course (offering the incentive of almost instant play), and an active sailing club at which boats can be hired. Boards for wind-surfing in Braye Bay are available in the harbour and trips round

the island can be arranged with local boatman.

Although Alderney French is no longer spoken except by a few of the older generation, there remains a strong link between the inhabitants of the island and the French of the Cotentin peninsula which manifests itself in force from Easter until late summer each year with the crossing and recrossing of the turbulent waters between Alderney and the peninsula by yachts and sea-going craft of all kinds. There is also a hydrofoil service from St. Malo (calling at Jersey, Guernsey and Sark) which visits the island for a few hours twice a week.

Like Jersey and Guernsey, Alderney emerged from the intrigues and skirmishing of the thirteenth century as one of the remnants of conquering William's Duchy of Normandy. In the mid-nineteenth century, alarmed by the build-up of French forces at Cherbourg, the Admiralty decided to make Alderney the Gibraltar of the Channel and built the chain of great forts from which it could be defended. But never a shot was fired in anger from their battlements for never an enemy stepped ashore.

continued opposite

Hot off the press...

School Travel and Exchange 1982/3 the essential reference book for teachers, youth leaders and parents, has a wider range of opportunities for young people than ever before, including language/culture and arts/crafts courses, field studies and wilderness expeditions, sports exchanges, paying guest visits and activity/adventure camps, all over the world.

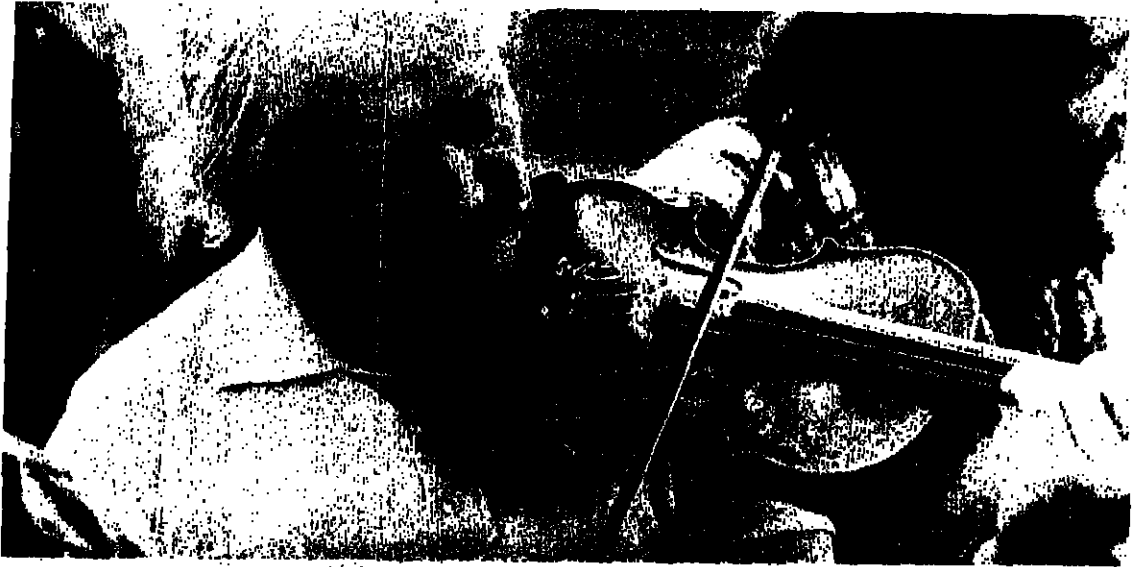
There are also pages of practical information covering passports, visas, medical requirements, insurance, emergencies, funding, programme planning and follow-up work, plus cheap travel and group accommodation for those making their own arrangements. Cost £1.50.

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Both published by the Central Bureau for Educational Visits and Exchanges, Seymour Mews House, Seymour Mews, London W1H 9PE. Tel: 01-488 5101; 3 Bruntsfield Crescent, Edinburgh EH10 4HD, and 16 Malone Road, Belfast BT9 5BN. Also available from WH Smith and all good bookshops.

extra



**Song and dance of Old
Ireland**

By Leslie Gardiner

Coachloads of pilgrims leave Dublin's central bus station every afternoon during the season, bound for musical experiences as diverse as chamber concerts in the stately homes of Meath and Kildare, song contests at Castlebar, Tralee, Balyleahob and a score of other destinations, operetta and musical comedy at Waterford and rare baroque operas at Wexford.

The Irish, we don't need reminding, are an intensely musical people, and versatile with it. Meantime, all over the Republic, the individuality and spontaneity of real Irish music are being celebrated at gatherings large and small - some so small that you can find yourself staying next door to the concert hall without being aware of what's going on.

The passport is Comhaltas (pronounced "Coltas", meaning roughly "society") - a 30-year-old organization devoted to promoting the music, song and dance of old Ireland. On its home ground, in more than 400 towns and villages, it weaves the age-old, never-ageing pattern of ballad and jig, of fiddle and penny whistle. Abroad, it's responsible for the "travelling festivals" which annually bring the instrumentalists, singers and dancers, the wren boys and straw boys and bliddy boys and all the rest of them, to various centres in Britain and the United States.

Belgrave Square in Monkstown, just outside Dublin, is the Comhaltas headquarters, sometimes spoken of as the headland of Irish traditional entertainment. This is the place where they settle the programmes of the events, from the informal get-togethers in the rural pubs to the elaborate three-day festivals where thousands gather to see the Irish and foreign virtuosi compete. Belgrave Square puts on its own *seisiun* ("séisiún", sessions) every weekend throughout the year and periodically arranges *ceiliúnaí* ("kay-lee", house-dances), folk cabarets and lectures and demonstrations by musicians and dancers. They're a quick and pain-

less way for strangers in Ireland to make friends - cheap also. The admission charges are usually nearer 50p than £1. If it's not your cup of tea, no one minds you walking out. If you stay, there'll probably be an adjournment to the kitchen for a long night of music-making and sandwiches.

We're not all folk buffs, but a little exposure to this sort of thing prompts some of us to find out more about it, and if we're holidaying in Ireland it's worth while noting that Comhaltas runs informal teach-ins one night a week between mid-June and the end of August at a number of centres (at present Cork, Puckane, Holycross, Corofin, Feakle, Murroe and Killybegs). That's where we learn the steps and the songs, and then we're equipped to make for a *seisiun*. They also take place weekly in motels and village halls and pubs at 47 venues scattered over the four provinces. At a *seisiun* (admission about £1) you watch various groups, each of nine performers, go through their routines without gimmick, without stage Irishisms, without artificiality. When the official programme is ended the audience joins in a Haymaker's Jig, a Siege of Ennis, a 16-handed Reel or some such country set... if you're a singer or instrumentalist yourself, you'll probably be asked to go on stage.

At Thurles in County Tipperary, at the end of October, all the *seisiun* combine in a grand *Seisúnaí* on Samhain, a gathering of the groups and their supporters, one of the highlights of the Comhaltas calendar. Many visitors to Ireland who don't know a *badhán* from a bass drum are drawn to the *feadhanna* ("fian-na", feasts), the big tourist-orientated festivals of traditional entertainment which are not of great antiquity but are putting several quite insignificant centres on the cultural map. Feadh Nua at Ennis, County Clare (last weekend of May) is the most cosmopolitan - a sort of

Highland Games and Three Choir Festivals combined. Feadh Cheoil (fourth weekend in August, but inclined to spill over into the following week) moves from town to town in County Donegal and where it comes to rest the population does little but sing, talk, dance, play and listen to the ballad-singers, accordionists, pipers, flautists, fiddlers and whistlers. There's a Kerry Feadh at Listowel in August, a Connaught Feadh at Gort in County Galway in July and a recently-established Ulster Feadh at Clones, County Monaghan early in August.

On the more scholarly side, there is an educational/recreational weekend at Gormanston, Meath (residential at the Franciscan College) early in July; and at Bunclrana, Donegal, a summer school with master classes for the few days leading up to the Donegal Feadh Cheoil.

Full details of the traditional entertainment programmes in Ireland are obtainable from Irish Tourist Board offices in London, Birmingham, Manchester, Glasgow, Belfast and Dublin. An annual subscription of £2.50 brings the folk magazine *Tír na nÓg* and all up-to-date information from Comhaltas, 32 Belgrave Square, Monkstown, County Dublin.

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extra Laddakh—a changing world

As tourism moves in Rupert Grey finds cause for concern

There are those of us who do not have a passion for deserts, and if you are one of them you would not enjoy Laddakh. Centuries of harsh sunlight and unforgiving winters have created a bleak landscape, barren of vegetation and devoid of colour. Mountains that are sepia in sunlight and grey in shadow, and at an altitude of 10,000 ft. which is as close to sea-level as you can get in Laddakh, the air is thin, the night-cold penetrating and the sun burns the delicate skin of unsuspecting Europeans.

Laddakh is a rugged, inhospitable, high altitude desert, and the lives of the inhabitants are hard, uncomfortable, short and very unromantic. Until the early 1950s life was much the same as it had been when Alexander the Great passed through on his way south to Kashmir a few centuries before Christ. The population survived on a combination of agriculture and barter; silk for salt and wool for rice, and their staple diet was and is barley from which they brewed their beer (Chang) and cooked their bread (Tsampa).

Political changes after the Second World War made an unprecedented impact on their lives; borders closed, trade ceased and Laddakh was politically united with an independent India; the country withdrew into an isolation from which it was dramatically awakened in 1962. A quarter of a million Indian troops were sent there to fight a territorial war with China over a remote and totally uninhabited area in the far north of Laddakh which neither side had ever claimed because neither side wanted it. Neither of them, indeed, had even heard of it, and the only significance of the hostilities, which were distinctly unsuccessful as far as India was concerned, was that Laddakh became and has since remained an occupied area.

To conduct this war the Indian army constructed a military road over the Zaskila Pass into Laddakh along the trade-routes of earlier centuries. It was the first and only road Laddakh has ever seen, but no tourists set foot on it until 1975, for India is hypersensitive about its border areas and permission for entry was invariably refused.

It is now open to all who come. One can fly to Leh from Srinagar or Chandraghar, although if you do not book well in advance you are unlikely to find a seat. The journey by road is hazardous in the extreme, beset by cliff and precipice and none too smooth.

You start from Srinagar in Kashmir, and it takes two bone-cracking days with an overnight stop in a not particularly agreeable roadside town called Kargil. Menus there are limited to cauliflower, potatoes and, as a special treat some rather ancient mutton, and the following morning you climb into your bus two hours before dawn feeling distinctly uncomfortable.

This does not matter, for the rattle of your ancient bus effectively prevents all communication until it comes to rest, which it does with monotonous frequency. The road is not built for two-way traffic, and you as a tourist give way to the military for whom the road was built. Since they travel in convoys of up to 200 at the pace of the slowest (which is very slow) you usually have a long wait. The purpose of your pre-dawn start is to avoid these convoys, a purpose which in our case was not achieved.

Those who volunteer for this exhausting journey might do well to try hitchhiking a ride with one of the many commercial vehicles plying this road. They are no less ramshackle, but the drivers are often friendly and will stop if you wish to admire the view. This is an activity of which you are unlikely to tire, and the best place from which to do it is on the cab-roof.

I sat there happily, uncomfortably and extremely dustily for two days on our return journey, and so



arranged our rucksacks and other assorted sacks that I was able, periodically, to sleep. It must be said that you have to be a sound sleeper. The panorama of desert and mountain, however, is sufficiently remarkable that exhaustion becomes a matter of little consequence.

Leh, at which you arrive in the evening, is a sad place. A culture is dying, and its death knell is heard by all too few. It is dying of an invasion that is no different from those of the nineteenth century empire-builders, and the old economy that dictated Laddakh lives is changing rapidly. Like so many of its predecessors throughout the world, a lifestyle evolved in isolation is being exposed, slotted into packages for a consumer society, labelled with advertising slogans, and sold by those who wish to make money to those who wish to spend it.

The sub-structure of the tourist trade is being built rapidly. Hotels, some of them unsavoury and all of them simple, are springing up like mushrooms never could in the dry Himalayan climate. The Laddakhs have the gift of hospitality, and the establishment in which we stayed, the Karakoram Hotel, had about it a great charm. Timber-built, it was owned and run by one Captain Dana, and from the balcony outside our bedroom there was a grand view of the town and of the barren hills capped by ancient monasteries.

Beyond them and above is a ring of jagged peaks, and it is a poor traveller who is not compelled to stride forth to see what lies beyond: more mountains, an endless expanse of brown rock and grey sand. It is a bleak landscape, its weary desolation

emphasized by the occasional vest of bright green fields irrigated by a complex system of stone aqueducts. It is not an easy country to walk through. The trails, if any, are rough, and there is a minimum qualification of fitness which it is unwise to disregard. Distances are deceptive, for the air has a bone-deep clarity that brings your goal closer than it really is. It also makes for crisp photography, although you will not find any black and white film in Leh, and the colour films are of obscure origin and doubtful vintage.

During our time in Leh, the late an army put on their annual sports numbers, accompanied by families from the hills, all of them dressed in black woollen chubars; decorated with their turquoise and silver jewelry, they mixed incongruously with soldiers from southern India, and tourists, labelled so by a neighbour of Japanese optics, while the more dependent travellers, in their uniform of loose cotton trousers and shoulder bags, sauntered idly across the fairground.

The unlikely sound of beggars preceded the startling appearance of Indian soldiers dressed in tartan. Buddhist prayer-flags fluttered over the temple high above. If Laddakh throughout its history had been the confluence of cultures, the scene before me was simply another stage in its history that was not-out-of-character.

There is, however, a difference. It is the speed of the change which is cause for concern, and the impact of tourism is rapidly undermining values fixed by centuries of tradition. The seeds of destruction have been sown, and future generations will have to live with the consequences.

Along the Weser

Anthony Earl shares his pleasure in one of the less fashionable areas of West Germany

Opulent cities, humming industry, lurid ports, expensive account amusements, impossible prices, — all this makes up the standard image of West Germany for the holiday traveller. I have holidayed regularly in the unfashionable parts of the Federal Republic and guarantee that the unfavourable stereotype I have described is far from the truth.

An exchange rate just above four marks to the pound sterling and a widespread policy of fair-pricing mean that their cost of living is more or less level-pegging with ours — and that includes the price of petrol. Reasonably priced inns, holiday cottage opportunities, fly-drive offers, some bargains in charter flights, all these factors in charter flights, all ensure that you can plan a family holiday in West Germany for the same budget as you might follow in the South of France or for the Italian coast. Maybe you will have to forgo the bronzing sun, but you will be able to afford exactly what the Germans themselves do, that is, purely and simply enjoy their own country.

I have made my most treasured discoveries north of Frankfurt, in the high rolling plateaux, intersected by gentle valleys, of the Sauerland and Fulda, and more to the north in the Teutoburgwald and the Weser valley. In fact, the fine thread running through northern Germany is to me the river Weser itself. Formed by two smaller rivers in the eastern part of the country, the Fulda and the Werra, which merge at Kassel, it flows through undulating landscape, past magnificent forests, till it leaves the hill country at Porta Westfalica, south of Minden, and then traverses the plain to the North Sea.

In the farming wolds of Fulda and Werra, every village almost consists of grandiose half-timbered farm buildings, carved with names of builders and date of construction, (not forgetting an invocation for divine blessing). One such tiny settlement I know is Huls, where a stern old church presides over a garden — like green, a prim little cafe opens for tea and coffee, and a neat hotel or two justify the official classification of *Luftkurort* — that is, a resort where the air is so pure you can take it as a tonic.

In fact, innumerable small towns in mid-Germany will give you day after day of tranquil exploring. Homberg's proud half-timbered houses date back to the seventeenth century, the sculptural detail in the beams hinting that the woodcarvers were striving after a Renaissance effect. Close to the graceful fifteenth century church, is the enticing Hotel Krone, an inn straight out of the world of the Brothers Grimm. Nearby, equally arcane, is an ancient apothecary's The Golden Eagle (chemists sport names like English pubs) where the ceramic jars belie the efficacy of the medicines dispensed.

A favourite town of mine is Bad Wildungen, which combines in the appeal of quaintness with the class elegance of a spa. Sceptical English men find it difficult to realize how earnestly Germans take the cure, often at the expense of their trade-union or social services. This one communicates an atmosphere of restrained leisure. On one hand in the church stands a superb polyptych of the Cologne School; on the other, you pay a small fee to stroll nonchalantly through gracious gardens, listen to a waltz orchestra, and order slices of fresh plum flan smothered in whipped cream with dark-roasted coffee to wash it down.

If you really mean it, then the Spa Establishment, with an awe-inspiring array of hydroopathic equipment and fullscale medical specialists, awaits

you in the centre of the Kurgarten. Simple-minded holidaymakers can get as much fun and health for rather less expense from one of the countless thermal swimming pools, available in many localities, even when the fully-fledged spa is too far (and there are more than 50 in the country).

The huge pine forests stretching into East Germany are supposedly the largest now remaining in Europe. To the west, green valleys blend into the Sauerland, an area of which Germans knew little until a recent automobile made it more accessible. Here the activities are more marked, and the sunbathers, though rounder, are more noticeable. The quiet city that serves a focal point, Marburg-an-der-Lahn, sports a fine cathedral, a smart new university, and some handsome shops and gardens.

To the north, the Sauerland changes to more dramatic scenery, steep enough for good skiing, and is then ruled off by the line of the *Wiehengebirge*, the last real hills before you drive across the alluvial plains and heaths to Bremen or Hamburg. Several names are well known to service families, — but how lamentable few British have got to know the area for its own sake.

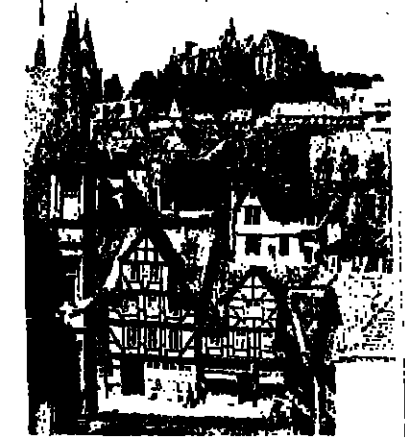
Along the Weser Valley is strung a scintillating chain of old towns, many exquisitely restored, with their central areas pedestrianised, ready to last into the twenty-first century. You can take idyllic boat trips along the river, ramble for miles through cool woodlands, go sailing, riding, waterskiing, (artificial lakes are generally for public use) and join in the hearty energetic fun with Germans created around themselves.

I wish I had spent a weekend at Hameln rather than a few hours; it is a joy to walk through its refurbished streets, where the Renaissance

facades glow with the authentic colours of the sixteenth century. An hour's drive from Hameln, Minden offers the attractions of the eighth-century cathedral together with some glistening new shops and a remarkable lock on the *Mittelandkanal*, where massive barges are lowered with a precision that will silence small boys and their fathers for half an hour. Stray away from the river valley itself and you find Celle, a fief of the Hanoverian Georges, which rivals the architectural flamboyance of Hameln, and offers a Hejlmuseum. Where the interiors of cottages and town houses of past centuries are so well displayed that even inquisitive children's questions become easy to answer.

One day I drove out from Minden in the opposite direction, to Soest, which has somehow omitted to boast that its pair of early romanesque basilicas form one of the most ancient ecclesiastical groups in northern Europe. The bells of the older building boom with a note deeper than any others I have heard. Nearby, the Möhne dam (of "Dam Buster's" fame) holds back a lake so large that its shores have become a holiday area for the elderly.

The German Tourist Office, 76 Conduit St. W1, distributes free information on hotels, guest houses, villas, and what to do and see. German Tourist Facilities Ltd, 184 Kensington Church St, London W8, books cheap flights to main cities. Prins Ferries operates the Harwich-Bremerhaven route (cars from £22-50 single, 1981 prices).



Marburg. The quiet city that serves as focal point to the Sauerland.

A West German holiday could efficiently avoid all the big cities apart from arrival and departure. Except in high season, guest houses can give you a cosy welcome without any prior booking; prices for quite adequate bed and breakfast start at £4 per head. By British standards, meals are frankly a bargain: a huge main course, with soup, dessert and coffee, comes to around £5 per head. Even a smart restaurant will be hard put to charge you more than £10. And for commonsense economy, the evening meal can be taken German style, a platter of cheeses, hams and liver sausage for around £2.

If you are touring down the Weser, you might well conclude at Bremen, one of the lesser known but slower paced of German cities. The Rathaus glitters with ancient glass like an Elizabethan palace, and statuary scattered round the main square recalls the legends of its Hanse past. You might have a chance to hear the organ in the craggy cathedral, be tempted by the cream cakes in the tearoom of a department store, or wander round the tidied-up Fishermen's quarter, where cottages stand alongside antique shops and raucous inns. Time to buy a few souvenirs, say a piece of Rosenthal or Meissen china, or some savoury from a grocer's, and from Bremerhaven, two hours down-stream, a roll-on-roll-off ferry brings you home overnight.

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extra Getting a lift

Angela Humphery goes skiing

It has been 20 years since I first attempted skiing. But here I was, age 50, going back to ski-school in Austria as the guest of Club 18-30, twice the age of the others in our group.

At the end of March we stepped out of Munich Airport into a heat-wave where we were met by Sandy, the Club 18-30 representative. She breezily announced "The snow's all gone from the villages and it's been like summer here for the past week." The night before we had left I had woken up in a panic having dreamed I had left my Moon Boots at home. My feet were now in a virtual sauna and how I wished that dream were true.

It is a two-and-a-half hour drive from Munich to St Johann im Pongau (to distinguish it from the five other St Johanns in Austria) which sits in a valley in the Tauern Mountains just 37 miles south of Salzburg. Having put the clocks forward the night before we left and again on arrival in Austria, we had lost two hours out of twenty-four, after a late snack of smoked meats, cheese, beer and wine. I fell into bed while those in the 18-30 age bracket went in search of local bars and discos.

Breakfast at 8.30 - boiled eggs, slices of paper-thin cheese, pumpernickel and blackcurrant jam - and then we were ready to be fitted with boots and skis.

Ski-wear has completely changed since I last faced the slopes. Gone are the ski-pants which tuck inside boots and are anchored with a piece of elastic under the foot. Salopettes (quilted dungarees) and hip-hugging flared pants with padded knees are in. Gone, too, are the black leather boots with laces. In their place are bright red, white or blue plastic ones with metal clips. What Gucci is to leather-wear, Jean Claude Killy is to ski-wear.

From St Johann we drove for 15 minutes to Alpe d'Huez where we took chair-lift up to the nursery slopes for our first lesson. We were told to jump on to the double chair and to carry our poles and skis (rather than wear them as do more advanced skiers) and to be sure to pull down the circular bar to prevent falling out. Easier said than done.

Having got on to the chair, I was immediately shot into outer space while trying to grapple with skis and poles on my lap and, at the same time, pull down the bar from behind. I pulled mine down so hard that it caught the tips of my skis which nearly broke my legs.

Getting off was even worse. The young farm-boy waiting at the middle station to help idiots like me out of their chairs happened to be leaning over the wooden balustrade and starting down into the valley. I panicked. Shouting "Help, help!" I threw skis and poles overboard and fell off of the chair on to the ground. As I struggled to my feet I nearly got knocked down by an oncoming chair.

The actual act of skiing, I thought, must be easier than this.

Our group of eight, which consisted of four girls and four boys, was introduced to our instructor Gary (short for Gerhardt), a slim 20-year-old with dark hair and a

moustache and wearing a red anorak and ski-pants as do all the instructors. He spoke good English which was important for those of us who do not understand German.

The ski-school of St Johann/Alpe d'Huez is the first in Austria to guarantee that at the end of the first week you will be able to ski from the top-station to the middle-station - providing you take four hours tuition a day. If not, then they will refund the £25 you will have paid. It costs another £25 for a week's passes for the 50 lifts in this three valley complex with access to more than 90 miles of runs.

We started in the lowest grade, the fifth, and for the first half hour were on flat ground getting used to the feel of our skis. By lunch-time we had graduated to a very gentle slope where Gary initiated us into the intricacies of the snowplough. "Keep your tips apart and bend your knees," he shouted. At noon we broke for lunch feeling exhausted but exhilarated and recuperated in the sunshine on the wooden balcony of the cafe which jutted over the edge of a particularly precipitous "plateau". A bowl of goulash soup, apple strudel and a glass of Spritzer (white wine with soda water) went down a treat.

Two hours later our afternoon lesson began. We ventured higher and higher before starting our snowploughs. Most of us collapsed into heaps, face down with legs splayed or on our backs with feet and skis knotted. My stomach ached with laughter.

Gary took us next morning to a higher nursery slope where other instructors were taking more advanced classes. To get to the top, we had to negotiate the "Banana Bar" which is a piece of banana-shaped red plastic on a rotating wire to be grabbed and shoved behind you under your bottom while trying to keep a balance on skis. It looks easy but one by one we fell over, some sliding backwards downhill and others floundering in the tracks of the oncoming traffic.

A bronzed, blond instructor, a cigarette in one hand and ski poles in the other, nonchalantly slid past as I tried to crawl out of his path. We did eventually make it to the top from where it looked horribly steep. Gary told us to traverse (zig zag) the slope in snowploughs but half of us just shot straight to the bottom, completely out of control. No bones broken.

We had just one more day with Gary before leaving for Alpe d'Huez where we were told the snow was better. But first a day in Salzburg (included in the Club 18-30 package if you book a two week holiday), capital of the Province. This lovely baroque city sits astride the River Salzach and Salzburgers are proud of it for two reasons. Wolfgang Amadeus Mozart was born there and scenes from *The Sound of Music* were shot in it.

We took a horse-drawn carriage-ride in the sunshine and then walked through the Mirabell Gardens (familiar to those who have seen *The Sound of Music*), around St Peter's cemetery where the famous lie buried in the shadow of early Christian catacombs, and then hitched



nearby in Peterakeller, a lovely old restaurant specializing in local dishes.

Back to ski-school. From the village of Alpe d'Huez we drove up to Zauchensee where the snow is always good, since it is so high. It was crowded because the snow elsewhere was not. One of the bindings on my skis had broken so I had to hire another pair. We were then introduced to Otto, an older instructor who had been teaching in America and Austria. There was yet another sort of lift to haul you up the nursery slope - this time a plastic wheel which is put through your legs and sat on.

After lunch Otto took us up to the middle-station from where the scenery is spectacular. This was the first time we had got on the chair-lift with skis on. I shook in my big blue boots. Otto and I went up together and he helped me off but one of our party went on and into the wheelchair coming out the other side still in one piece. He had either forgotten to get off or was too scared to do so and had the lift not been stopped he would have gone back down to the bottom. We all fell over laughing.

The run down was frightening but exciting. I fell over twice as often as anyone else, once wrapping my legs around a No 13 marker pole, and then around a dishy young man who had stopped to light a cigarette. As I lay prostrate at his feet, he looked down at me, inhaled, smiled and said "Bonjour, cherie!" I had to grab a hold of his legs to get up but because I was laughing so much, as were the rest of our group, I kept slipping on the hard-packed snow and it took four attempts before I was standing again. Meanwhile a class of six-year-olds zipped past and without poles. The air, combined with the scenery and sunshine, were addictive and I was beginning to see what it is about skiing which makes people come back again and again. It is just about the only sport you can enjoy without being good at it.

Then again, there is the *après ski*. One evening we listened to zither music in a cellar bar and dined on Pongau meat dumplings and sauerkraut. On another we had fondue at the Hotel Alpenkrone in Filzmoos which is owned by Susan Humphery's brother. Over dinner he told us that his sister was getting married

the following day. Apart from a sauna, Space Invaders and a video room for films (*The Sound of Music* is still No 1), he has a disco with strobe lights where we danced "The Avalanche". We also watched the delights of *Schupplatter* - thigh-slapping, knee-banging, foot stamping and hand-clapping by local young men in leather pants.

You may have to be 18-30 to enjoy the *après ski* to the full, but certainly not for the skiing itself. If it was not for those damned chair-lifts, I'd be back!

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Attitudes to the gifted

Susan Thomas on resources for the gifted

Attitudes to giftedness have changed somewhat since the mid seventies. Then Her Majesty's Inspectors found a disconcerting amount of ill-informed "anti-elitism" among otherwise liberal educationists. Now, giftedness, talent, call it what you will, is respectable, acceptable, normal almost. After all, with 10 per cent of the population showing special ability in one field or another, there is clearly enough of it about to warrant a fair share of the educational goodies.

Identifying talent is not easy. Contrary to popular opinion, not all gifted youngsters stand out a mile, nor do they make out on their own. Some, girls especially, carefully conform to the norm, others clown, day-dream or specialise in offering tiresomely valid alternatives to standard solutions.

Many I.e.s.s. have checklists of the characteristics of giftedness. Peter Congdon's booklet *Children of High Ability* (from 941 Warwick Road, Southill) is a useful introduction and the NFER (2 Oxford Road East, Windsor), has produced a comprehensive catalogue of tests from pre-school through to upper secondary level. From all accounts, Graham Clarke's booklet "all about testing" *Avalanche* - which was also published by the Schools Council next term, should be an invaluable guide through the pitfalls.

But some talents only emerge in a sympathetic and stimulating teaching environment. Many creative chil-

dren, gifted linguists, actors or organisers, may have surprisingly ordinary VRO's. They depend on perceptive, confident teachers to recognize their potential and help them fulfil it. Games playing and problem solving activities are stimulating and impecably educational, they also show up hidden talents. A supply of games is a vital component for every primary class or secondary house room. Chess, Mastermind, Skirrid (six different polyomino shapes, numbered so that the score can be recorded on numerical ladders), Space Lines, Orbello and the ubiquitous Hungarian Cube, would make a good start to be supplemented by computer games.

Anita Straker, Maths Adviser for Berkshire, who surely has the most comprehensive list of mathematical resources ever, suggests computer software from Longmans, Commodore, Petsoft and Muse and, from Arnold, the Schools Council Maths package which contains a number of teaching programs for the 380Z, Pet and Apple, with teaching notes. All of this information, plus a lot of sound advice, will be included in her new Schools Council booklet, one of

a series promised for the summer, designed to give teachers quick access to resources in a wide range of subjects.

Because it is the mathematically gifted who pose most problems both at primary and lower secondary levels, it is worth spending some of the schools' dwindling finances on maths books, a notoriously thin section in most libraries.

Every mathematician has favourites, but you can't go far wrong with Martin Gardner's books, E. P. Northrop's "Riddles in Mathematics", "Tangram" by Effertz and "Pillow Problems" by Lewis Carroll and any of Sam Loyd's problem books they should do for starters.

Since most primaries and many lower secondaries have no streaming, a course like the Kent Maths Project, which is designed for all ability levels from around seven up to Ad-Maths, is worth serious consideration. It has already taken a number of able twelve and thirteen-year-olds through to O level without disrupting the rest of the class. Older pupils enjoy the challenge of the Open University Maths and for the mathe-

matically agile the Mathematical Olympiad papers are a gift.

Competitions provide a surprising amount of stimulus for teachers brave enough to undertake the extra work. Increasingly those sponsored by industry and the press are of a project based or problem solving nature. The Rolls Royce and Design Council Schools Design Prize, the DoI's Young Engineer of Great Britain and the multifarious BP Design competitions, all offer scope for art, science or engineering based designs, support them with technical advice and sometimes with hardware. This sort of competition, which can usually be wedded to A levels, is especially valuable in developing teamwork and bringing students into contact with the real world.

Talented mathematicians, footballers, poets or swimmers all need opportunities to work with kindred souls; large schools may arrange this in specialist clubs (open to all who are interested) through acceleration or regular tutorial sessions; an increasing number of I.e.s.s.'s run Saturday schools or holiday courses; local art schools, music colleges, museums

and the British Association of Young Scientists have regular programmes for children; i.e.a. advisers should be well informed on everything local.

But if nothing ever seems to happen in your area, it is possible that the National Association for Gifted Children (1 South Audley Street, London) organizes a local Saturday school or one of their summer holiday courses, art, computers, problem solving and dozens more, could stretch some of your pupils.

And for the interested teacher? There are always the DES (INSET) courses listed in the handbook, the annual Anglo-American summer course organized by the Leonardo Trust (20 Daleham Gardens, London NW3) and most exciting of all 40 teacher groups steadily working on the school's Council Gifted Pupils Project, assessing existing material and writing their own to fill the gaps (Newsletter from the coordinator Ralph Callow, 58 Ribby Road, Southport).

But the most immediate answer might be to persuade the local teachers' centre to run "enrichment workshops" with the help of experts from the community. For, only by linking schools with their own communities will we ever be to give "special consideration" to the curricular needs of the ethnic minorities, the handicapped, the less able and the gifted" as enjoined by the DES in "A Framework for the Curriculum" 1980.

Acts of worship

by David Self

A Time to Wonder
Esmond Jones and Norman Thompson Educational Foundation for Visual Arts, Paxton Place, Gipsy Road, London SE27 9SR. £18 plus £2.70 VAT.

People at Worship
Christian Worship: Communion. Jewish Worship: The Sabbath in the Home. Hindu Worship. Sikh Worship.
The Slide Centre Ltd, 143 Chatham Road, London SW11 6SR.

A Time to Wonder is a handsome, even sumptuous, audio-visual and visual aid for use in secondary school assemblies, but at £20.70 it is more likely to lead to the sin of covetousness, than to the immediate placing of an order.

Though it tackles apparently difficult themes, there is a clear and rational order to the material and the accompanying notes show how assemblies can be organized with a

sense of progression and development rather remaining (as so often) a series of singular affairs.

The starting point is instinct (with passages from *The Private Life of the Rabbit*, *Wolf Child* and *Human Child* and a very moving account of a human birth by Maxim Gorky), from where we move to the need for human co-operation in order to guarantee survival, and then to an exploration of unselfish love, and so to the search for a divine being.

The visual element of the package consists of a double frame strip of stunning variety. Photographs of animals, churches, temples, sunsets and beggars are juxtaposed with excellent reproductions of paintings, colourful graphs and engravings.

The cassette tape offers a generous supply of readings (some fairly demanding rather than immediately arresting), all sufficiently well spoken to make the disembodied taped voices a genuine alternative to any available "local" reader.

The drawback to *A Time to Wonder* is that, although the audio and visual elements are thematically linked, they do not illustrate each other. For example, while there is a reading about the family togetherness of rabbits, the only rabbit in the filmstrip is a solitary one in a trap. Passages about the trapping and killing of animals concern birds and squirrels. However there is no claim made that this is a tape-filmstrip programme, nor is there any suggestion made that the passages and visuals should be used in sequence.

From this material the assembly leader will have to build his or her own sequences to meet local needs.

Much less pretentious, but likely to prove extremely useful in both assembly and in religious education lessons, is a series of new folios



from The Slide Centre. Each folio or wallet contains 18 or 24 slides and detailed notes. The photographs were taken "in British places of worship to illustrate the orthodox practices of each religion", and the notes have been written with clarity and precision by Philip Emmett and Maurice Stevens.

Wisely, there has been no attempt to illustrate the diversity of worship of the various faiths but rather a concentration on mainstream practice. Consequently Christianity is represented by slides showing the key moments in an Anglican Holy Communion service; Judaism by reconstructions of the ceremonies used by an Orthodox Jewish family to welcome and to bid farewell to the Sabbath; and Sikhism by activities in a Leicester Gurdwara.

The Hindu slides very interestingly illustrate the growth of congregational worship in Hindu temples in the West. In India, Hindus normally worship at home, going to the temple only at special occasions such as festivals. Parity as a result of immigrants feeling the need for mutual support in an alien culture, Hindu temples in this and other western countries are now developing Sunday morning services, and these slides (like the others in the series) are a welcome and clear insight into the components and significance of such acts of worship.

Wrongs and rights

by Nick Thomas

Stand Up for Your Rights
Five 30-minute cassette tapes Business Training Services, 2 Dry-Dales, Kirkella, Hull HU10 7JU North Humberside. £17 for the series, including postage, plus VAT.

There is an important role in schools or the discussion of basic legal rights. This set of tapes, each containing two 15-minute topics, is a useful if uninspired contribution to the area. It deals only with consumer and employment issues, and does not cover other questions that for many pupils are almost equally common-

place, such as rights when questioned by the police. The choice of emphasis is perhaps reflected in the cosy, facetious tone employed.

But the heavy-handed jollity of the sketches and narration does make for "easy listening" - though not so easy for anyone sensitised to sexism or classism. It may help to bring home the important points involved: one's rights on buying goods or services, means of recourse, unfair dismissal and redundancy, and where to go for help.

These tapes could be of value in General Studies or Business Studies until something better comes along. The treatment of factual matters is clear, accurate, and within the limits of time, thorough; but the mode of discussion is thoroughly unattractive. For those who want to make up their own minds, copies of the first cassette in the series are available on free 14 days approval.

After the cube the Pyraminx?

by F. W. Kellaway

If you have mastered (or abandoned) the Rubik Cube and its successor, the Snake, do not be deceived in thinking you can relax. You now have to tackle the Pyraminx.

This is a tetrahedron, with each of its four faces an equilateral triangle of side about 10 cm, which is divided

into nine smaller equilateral triangles. The figure is bisected by planes parallel to each face and, just as the cube, it rotates on each plane.

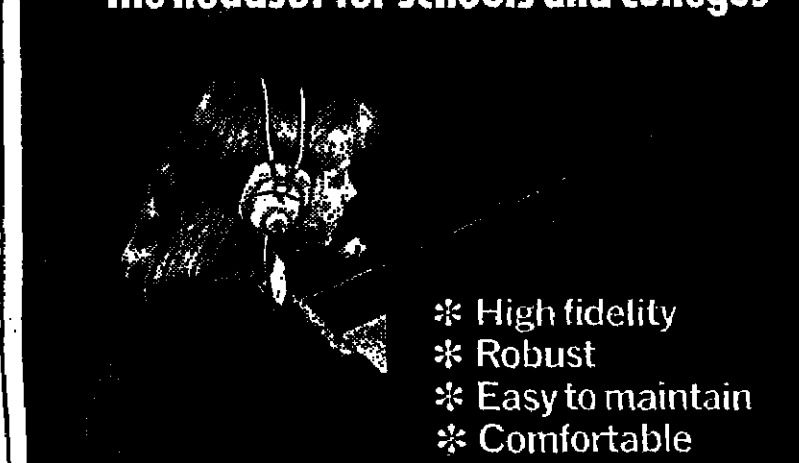
In its pristine state, each face has its nine components of the same colour; blue, yellow, green and red in the "genuine" Pyraminx; doubtless there will be imitations flooding the market but, as with the earlier devices, the real thing is best. Movements soon disturb the pattern, and then comes the pleasure, or frustration, of restoring it.

It is possible to get each side back to the solid colour in, say, 30 or 3000 moves. The lower figure is apparently the record; the higher is what it seems to be the uninitiated might be required.

It is all good fun, and the ball-bearing, ratchet, action allows an easy handling which encourages persistence. The Pyraminx should be available in local shops, but can be obtained for £5.50 (inclusive of postage, packing and VAT) from David Singmaster Ltd., 66, Mount View Road, London, N.4. Their mail order catalogue of puzzles, books and ancillary material is extensive. Incidentally, it says that the Pyraminx, for which they are sole U.K. distributors, has only 75,382,720 distinct patterns, and that it was invented some 10 years ago by Uwe Meffert who did not think of exciting it until the success of Rubik's Cube showed the potential market.

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resources

Attractive arithmetic

Paul McGee reviews materials for repetitive maths practice

- Tri-Moore Maths Games Set A (Ref 1038) £6.95
- Games Set B (Ref 1039) £6.95
- Dial-a-sum (Ref 1022) £4.75
- Cover-up (Ref 1027) £5.65

Teachers of young children are constantly searching for ways of making the very necessary repetitive practice in simple arithmetic more attractive to their pupils. The first three of these aids from Triman will provide some welcome help.

The Tri-Moore Maths Games were compiled by Mrs Winifred Moore, who is a primary headteacher. She is also an author of Nuffield Maths books most of which are very active-based in the first years with few text book examples.

Games Set A begins with a card called "Dial-a-sum" where a number is displayed on one dial and a set of cubes on the other. The pupil has to count on from the number by the number of cubes and rotate a dial to display the answer in a window. He or she then copies the complete number sentence into a book. "Elephants" uses a simple slider to allow elephants to eat buns to introduce the taking away aspect of subtraction.

The teachers' booklet suggests good teaching ideas and in the main uses ordinary language but unfortunately finishes with the monstrosity: "10 take away 6 → leaves 4". The intrusion of the arrow into a perfectly good sentence is unnecessary.

"Spaceships" gives further practice in the taking away aspect of subtraction by using two dials to set up the taking away sentence. The minuend is represented by geometric shapes which are matched to preprinted positions on the card. Shapes equal in number to the subtrahend are

then taken away and the pupil displays the answer by rotating a dial. "The Snake" is a very attractive card to introduce the term "greater than" by one to one matching of sets. The card is limited to sentences such as "10 is greater than x by y". "The Farmyard" has three dials on which numbers are displayed and three matching sacks to contain counters to help pupils decompose numbers up to 10. This is a very good activity, with scope for finding all the possible combinations of a number. Unfortunately the language used in the teachers' notes contains all the trappings of pseudo-set-theory terminology and the inevitable arrow instead of a perfectly acceptable English word.

Clown and farmyard

Games Set B begins with practice in the use of ordinal numbers with very good suggestions for the use of language. "The Clown" covers the composition of numbers up to ten in a similar way to "The Farmyard" in Set A. This is the last activity in the sets which teaches rather than tests.

"The Pram" tests the use of sentences of the form "x is less than 10 by y". There is no help given in this as the pupil should be able to relate this sentence to the ones formed during work on the Snake. "The Car" tests the use of sentences of the form "x is greater than y by z".

It is worth noting that often the full value can only be obtained if the teacher makes a set of numeral cards to replace the apparently fixed numbers printed on several cards. It is sometimes unclear why one of the numbers should be fixed while the others can be changed by rotating the dials. If there is some reason, then it should be possible for Triman to supply plastic numerals with some form of fixing so that they do not slide off the card.

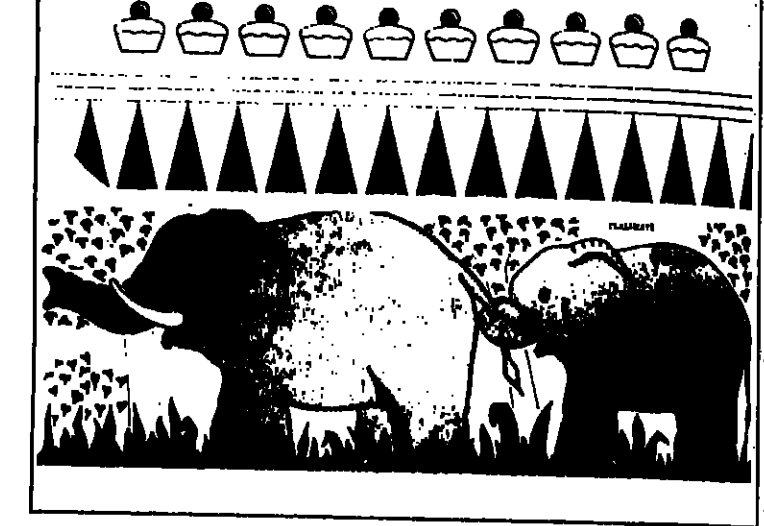
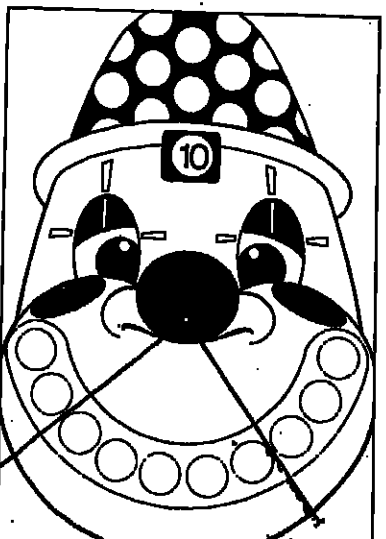
"The Mountain" uses strings to join up the various number pairs which make up ten. This leads to recording the information in a tabular form with the hope that pupils can be encouraged to draw some

conclusions about what is happening to the two columns of numbers.

"Dial-a-sum" was devised by Eric Albany, organiser of Nuffield Maths 5-11, and Monica Williams, a headteacher. It consists of sets of dials which can be rotated to form different types of sums. As such it provides a simple and attractive alternative to worksheets. The blue dials give 64 examples of addition sums testing number bonds up to 20; the yellow ones give 64 subtraction sums up to 20; and the buff dials produce 64 subtraction sums using numbers up to 100 but with no need for decomposition or equal addition.

The "Dial-a-sum" game gives scope for performing a whole variety of simple mathematical activities ranging from simple addition of numbers up to 999 to complex strategy problems where decisions have to be made about which dial to choose. A blank set of dials is provided with some very good ideas for their use.

The Dial-a-sum idea is quite attractive but it has to be compared with other possibilities such as the use of devices like the Little Professor or Dataman which have the



The bun-eating elephant introduces the "take away" aspect of subtraction while the clown is concerned with numbers up to 10.

advantage of checking the answers, thus saving the teacher work and providing instant negative feedback which is so important if pupils are not to practise their mistakes.

"Dial-a-sum" is, however, cheaper than either of the electronic devices. Compared with worksheets it is undoubtedly more attractive, but it can never be as carefully graded without having vast numbers of dials.

Spatial problems

"Cover-up" is different in that it deals with spatial rather than numerical problems. The pupil is provided with 66 plastic shapes made from combinations of equilateral triangles. The combinations of five triangles are not used and a suggested activity is to explore these shapes and their tessellation. This is an activity very similar to that based on pentominoes and the same benefits should follow.

Also included are eight glossy finished cards with figures which were created by third year junior pupils. These figures have to be made using any combination of the shapes provided. All the figures have

the same area. On the reverse of each card is a blank isometric grid for pupils to design their own shapes. There are also plastic pins with the shapes embossed in them so that younger children can make the figures more easily.

The notes provided with this set of apparatus are rather brief and unsparing and they assume that the teacher knows the learning objectives being pursued. No worthwhile hints are given for further use and there is no explanation of why one side of the shapes is smooth and the other is patterned. Is it to help the shapes cling to the glossy paper or does it matter which way they are used?

The Maths Games are worth a place in any infant school and should stimulate teachers to make their own models. "Dial-a-sum" is ideal for teachers who want help with creating interesting sums. "Cover-up" is a valuable aid for infant and junior schools but needs to have the instruction sheet rewritten. Triman are rewriting those notes in response to criticism and these should be available to all purchasers.

Robust constructions

Andrew Rothery reviews a geometry kit

Cltix
ESA Creative Learning Limited,
Harlow. £15.25 plus VAT

Cltix materials are plastic interlocking shapes developed principally for building in three dimensions. A pack consists of 48 triangles, 96 squares, 12 pentagons, 36 small cross pieces and 12 circles, in four colours. The squares, triangles and pentagons all have sides 5cm long and have ingenious snap fasteners on the sides which enable the pieces to be clicked together along their edges.

Children can explore fitting these shapes together in two or three dimensions. Two dimensional tessellations are quite effective, though the basic pack suffers by containing only three shapes. The real success of the material is in building three-dimensional shapes.

Many geometrical construction kits are quite tricky to assemble and produce fairly fragile models, but Cltix produces extremely robust models, firmly held together. The solid fits fit very neatly, giving a very professional appearance to the finished model. The shapes enable the construction of the five Platonic solids: tetrahedron, cube, octahedron, dodecahedron, and icosahedron, plus a whole host of other shapes.

Children observed using Cltix approached them with great enthusiasm and built a variety of models such as churches and spaceships, as well as more mathematical solids. They found a thin rod occasionally useful in helping to join or break apart various pieces. Even with li-

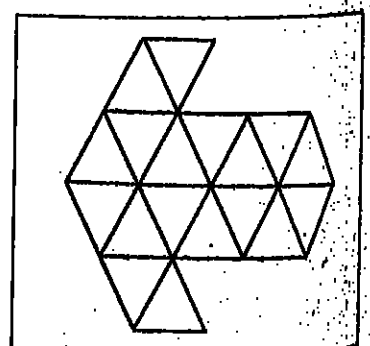
mited practical skill, an impressive object can be assembled.

A firm click is needed to join two edges, and when putting in the last piece of a model this can be awkward; certainly infants would need help both in joining shapes and in dismantling models. Seven-year-olds and upwards would have no problems in building successfully on their own. This compares very favourably with alternative methods of working in three dimensions.

Models made with Cltix are strong, so can be used to make equipment for a variety of other needs. For instance if you needed tetrahedral or 12 sided dice, Cltix would survive being thrown. Should you want some objects with which to investigate the relation between size, volume and surface area then Cltix objects would do nicely.

A 40-page booklet accompanies the pack and it gives suggestions for use and references for further reading. It mentions 2-D and 3-D geometrical work and one or two other useful ideas. Some of the ideas are stretching the usefulness a bit far. It is true that Cltix can be used for sorting, though Logblocks are more usual, and that Cltix can be used for number patterns, though most counters, cubes or blocks are just as good. Nevertheless, once money has been spent on Cltix, it may as well be given maximum wear.

Without dwelling on the peripheral uses of the equipment, there is plenty of mileage within the basic ones. The manufacturers are also planning different sized packs and a range of support materials.



The "Cltix" teachers' notes suggest various ways of encouraging the sorting of shapes into sets.

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Overbearing computer

Malcolm Peltu on 'The Computer Programme'

CONTINUING EDUCATION
The Computer Programme
BBC2, Mondays 3.05 p.m., repeated BBC1, Sundays 10.10 a.m. To be shown late night Mondays, BBC1, from March 22

The Computer Programme is an informed and serious attempt to introduce computing to "the general public". Unfortunately, this vaguely defined target audience has allowed it to fall uneasily between two media stools. It is part racy technopop and part educational but fails to satisfy either style fully.

Its producer, Paul Kriwaczek, claims an ideal broadcasting time would be the early evening to reach adults and children. The initial broadcasts, however, have been scheduled for afternoon schools broadcasting and early Sunday morning. It will go out at night (around midnight) in March.

This scheduling has been determined primarily by problems with producing the BBC Microcomputer, which is part of the Corporation's Computer Literacy Project.

The broadcasting schedule is designed to minimize demand for the computer until Acorn Computers can produce the BBC system in sufficient quantity. This is just one example of how the microcomputer has come to dominate the Computer Literacy project. This is also illustrated by the attractively presented *The Computer Book*. Instead of matching the broad scope of the TV programme to provide much needed support material, the book narrows its focus excessively to microcomputers and the BASIC language.

The main failing of the TV series is that it provides insufficient reinforcement to emphasize the principles and techniques introduced. In order to maintain a fast, "entertaining" pace, Kriwaczek decided he

could not slow the programme down with frequent reinforcements.

Episode 2 provides a good example of the series' approach. The aim is to introduce a few basic ideas in each episode. In this case, the new concepts are binary digital storage and processing, computer program structures and algorithms (a defined set of rules to solve a problem.) The technique used is to have a lot of visual analogies to the concepts intercut with presenter Chris Searle as the "novice" talking to expert Ian McNaught-Davis.

Each analogy is apt in its own right, but the accumulation of images is confusing. But instead of reinforcing these images and ideas the book's section on problem solving meanders fuzzily around lateral thinking and general problem solving.

Episode 3 covers computer languages, once again using visual analogies to get across general principles. It deliberately avoids going into detail about specific languages although as in each episode, it has Chris Searle working his way through a BASIC language program.

It would have been nice if the book had provided an opportunity to follow through these ideas; to explain the difference between languages and why one may be better than another. Instead, like most of the other back-up material in the project, it describes BASIC. This may be valid in terms of the current commercial microcomputer market but it is a serious flaw if the aim is to create truly literate computer people. There are many other important languages, after all.

The first three episodes of the TV programme are mainly general introductory material. The series should really get into its stride from episode 4, where it is looking at applications of the technology. It is much easier to satisfy the "general public" audi-

ence when talking about practical examples of what is done.

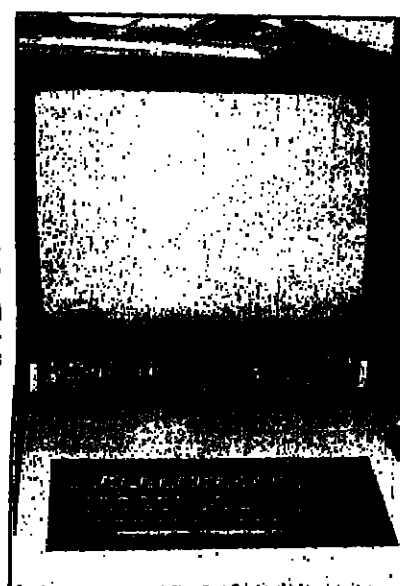
These programmes will follow a similar style to the first three, but with more real examples. Episode 4 examines information storage by looking at a computerized library system. Episode 5 (to be shown on February 8) shows a variety of information systems like Viewdata, links to an American computer service and home-based working to illustrate computer communications. One of the liveliest episodes could be number 6, which looks at animation, art and music to help discuss the variety in information that can be handled by computers.

Other programmes are planned to cover computer simulations and mathematical modelling, advanced "thinking" Artificial Intelligence systems, and control applications (micros in washing machines, cars, etc.)

The last episode will touch on the social and employment consequences of widespread computerization. Both the TV programme and book mention but do not explore these broader issues.

What sets *The Computer Programme* apart from most other attempts by the mass media to popularise information technology is that its producer is well versed in the concepts and practice of computing. This provides a reliable and thoughtful foundation to underpin the superficial gloss. If there were adequate support material to reinforce and expand its messages, particularly for teachers and parents, the series could be a very valuable starting point.

The same cannot be said of *The Computer Book*. Its conceptual framework is muddled, its text is occasionally inaccurate, frequently partial, and biased. For example, it incorrectly suggests that Colossus was used for aircraft navigation and



The BBC microcomputer.

a Ferranti machine was built during the Second World War. Small points, but indicative of a general carelessness.

Ignorantly prejudicial remarks result from the book attempt to promote the microcomputer and its users as rivals to fuddy-duddy elitist computer experts. (The TV programmes, on the other hand, correctly show that all computing is part of the same spectrum.) I cannot take a book seriously which equates the Bible with VAI computer programs, suggests that human languages began with the printed word and speaks of a "bright spark" inventing mathematic subtraction and "another clever person" inventing symbols to represent numbers.

The Computer Book is by Robin Bradbeer, Peter De Bono and Peter Laurie (BBC Publications, £6.75)

Victoria Neumark on safety films

Fire fighting

Understanding Fire
Sorel Films, colour, sound, 19 mins
Free loan from Central Film Library, Scottish Film Library, Hire from Fire Protection Association, Aldermar House, Queen Street, London EC4

This is one of the best fire films. It combines solid and interesting scientific information with dramatic representation of fire-fighting, and it should be shown to all secondary pupils.

By alternating startling sequences of blazing infernos with controlled experiments, *Understanding Fire* successfully demonstrates its main thesis that fire depends on the combination of fuel, oxygen and heat to burn, and therefore removal of any one of those elements can extinguish it.

Different methods of fighting different sorts of fire are shown within this framework: water to lower the temperature, foam to eliminate oxygen, turning off gas or electricity to stop the supply of fuel. Very importantly, the dangers of ventilation through open doors and windows are illustrated in scenes of fires in homes and offices. It must be an astute reaction to open the window, but many people must have died from fires thus invigorated with oxygen.

It is the combustible vapour which heat releases from the surface of solid objects which actually burns. This fact may not be known to students, and knowledge of it helps explain why the flashpoint of inflammable liquids, which are continually vaporising in the air, occurs at normal air temperatures. Petrol, even empty petroleum product cans, is dangerous.

Simple messages: read the label,

don't pour water on to electricity - cannot be often repeated. When they are also clearly explained in lively images they stand some chance of being retained. A useful film.

Cycle safety

Motorcycle Safety
Sorel Films
colour, sound, 19 mins
16 mm film and videocassette. Price £125.00 + VAT. Hire, £25 + VAT for each day. Sorel Films, 120 Long Acre, London WC2.

Can safety be made as attractive as risk-taking? *Motorcycle Safety's* target audience is not an easy one to convince that he who laughs last laughs longest, that speed performance is less important than brake efficiency. And it is doubtful whether many teenagers will be persuaded by this essentially dull film. None the less, since 1,163 people died in accidents involving motorcycles, mopeds and scooters last year, *Motorcycle Safety* is a film not before its time.

It is unfortunate that the film's main message - Get to Know Your Bike - so ably demonstrated by the precision driving of Police Inspector Croome, is delivered without respect to the Transport Act (1981) which will make manoeuvrability tests road tests. Nor is there any mention of the proficiency tests run by the Motorcycle Union, nor vivid enough mileage got out of the vital truth: "In many traffic areas the expert is much slower than the novice driver". Sequences of test drives while drunk and sober require a more subtle understanding than many with imaginations inflamed with Speel King/Hell's Angels fantasies may wish to exercise. Some of the cutting of the road-racing scenes is confusing, moving between driver and traffic at odd times.

Stop-thief!

Stop-Thief!
Sorel Films
16mm, videocassette. Free loan from Film Library; ROSPA, Cannon House, The Priory Queensway, Birmingham.

The opening Keystone Cops sequence of *Stop-Thief!* would seem to conjure up days of a Golden Age when "swag" was come by without the sordid and miserable violations of crime today. Whether burglary has ever been fun for the victims is open to dispute. With 800 break-ins a day in the United Kingdom last year, we hardly need shots of an old age pensioner in a wheelchair telling us "he hit me five times" to be reminded that breaking and entering can be anyone's problem.

Stop-Thief! is mostly a prevention film aimed at potential burglars. Whether it might also be useful to deter potential burglars is debatable. Though the violence, brief and savage, which characterises the dramatized break-in on which the film is hung, ought to be abhorrent to everyone yet the film is sadly true to life in showing the criminals in their late teens.

Look your doors, your windows, your garages. Cancel the milk, the papers, the circulars. Burglars are opportunists. Make a list of your valuables, or the insurance companies won't replace them. It's all very sensible, but what do we do about all these young thieves?

Capturing children

by Frances Farrer

Some changes of emphasis in Thames TV's children's programmes were announced last week. They follow the appointment late last year of Julian Mounter to head of children's programmes.

Freemove, the successful series that offers ideas for things to do in the home, is to be extended and shown throughout all school holidays. The format of *Acc* (now *CBS Channel 14*) has already been changed to give a less serious framework to its information. There are going to be more British cartoons, and many more in the *Danger Mouse* series.

Older children, that group known variously as teenagers, young adults or even The Kids, are going to be consulted more about what they want and a Teenage Unit is being set up to make programmes for them. They're due to get a problem programme called *Coping Out Loud* in which a well known personality will offer advice and sympathy at 11pm. Drama is to be shaken up too, and the times and lengths of all programmes are under scrutiny. Mr Mounter believes one of the reasons why the BBC is still supreme in children's programming is that they can be more flexible on these points.

A rival to *Grange Hill* is being sought to spearhead the attack. There will be a new series starring the dreadful character Marmalade Atkins and called *Educating Marmalade*, and *Theatre Box* will be developed into a drama slot which it is hoped will combine predictability with imagination.

In the long term, Mr Mounter and the IBA children's subcommittee are hoping for an extension of time which would take their children's broadcasting up to 5.45pm. They naturally hope to capture from the BBC some of the 25% "available audience" who are classified by broadcasters as children.

Briefings

Radio & tv

For schools

A Good Job with Prospects (Monday, 9.33, Friday, 14.35 BBC1)
A new film on the prospects of a young trainee in personnel management.

General Studies (Monday, 11.42, Tuesday, 12.05 BBC1)
A unit to encourage 16 to 18 year olds to look more critically at drama on television and in the theatre. Willy Russell is seen writing a play and attending rehearsals for two others. *The German Programme* (Tuesday, 11.39 ITV)

"Im Café" is a four part film intended for O level and CSE students. Contains documentary film on ordering food and drink, interviews, an analysis of key grammar and a mock oral exam. *The Music Arcade* (Tuesday, 14.15, Wednesday, 11.17 BBC1)

Peter Howell of the BBC's Radiophonic Workshop shows nine to eleven year olds how he created the signature tune for *Dr Who*. He uses computers to make different kinds of music now. *Making a Living* (Wednesday, 10.38 ITV)

The unit "Television in Society" continues with a programme contrasting the old with the new in Saudi Arabia. Antony Thomas shows the over-14s the efforts made by King Faisal to bring his people into the twentieth century.

How We Used to Live (Wednesday, 11.39, Friday, 9.47 ITV)

"A New Look" follows the Hodgkins family out of the post-war shortages and into the era of the new fashions, pre-fabs, and Princess Elizabeth's wedding. Children of eight to thirteen are asked to find out about the Black Market.

Noticeboard (Thursday, 9.05 VHF4)

Sheila Fraser and Brian Scott-Fruges, producers of series such as "Let's Move" and "Movement and drama" talk about the way they work and how teachers can help them by sending in information.

Living in a Developing Country (Thursday, 9.05 BBC1)

The fourth programme in Ghana features Accra, introducing 13 to 16 year olds to the rapid growth and secular rural character typical of a Third World city.

Days that made History (Thursday, 14.40 VHF4)

"Hungary 1956" tells the story of the Hungarian Revolution, using eye-witness accounts and transcripts of radio broadcasts. Why did the West stand by? 13 to 16 year olds, investigate.

Salut les Jeunes (Friday, 11.45 VHF4)

The Petipas family decide to move, but it's not that easy. Everyone wants something different. A formula for introducing second and third year pupils to a variety of vocabulary about houses and moving.

Continuing education

Business Club (Sunday, 10.35 BBC1)
Five programmes, each featuring the managing director of a small firm who describes his company's activities and problems. The other four directors discuss his plans and offer advice.

Parents and Teenagers (Monday, 22.30 ATV. Other ITV regions may vary)
A new eight part series looking at the problems of parents faced with difficult teenagers. *Animal Language* (Tuesday, 19.50 Radio 4)

Why do animals use sound to communicate? What are the advantages of sound? David Attenborough introduces this 26 part series and presents the reasons why animals have developed such a sophisticated auditory system.

SECONDARY MODERN LANGUAGE continued

Scale 2 Posts and above

BARNLEY METROPOLITAN BOROUGH EDUCATION COMMITTEE... Scale 2 Posts and above

DERBYSHIRE

EDUCATION COMMITTEE... Scale 2 Posts and above

LONDON

KING'S COLLEGE SCHOOL... Scale 2 Posts and above

WALSALL

METROPOLITAN BOROUGH EDUCATION COMMITTEE... Scale 2 Posts and above

CHESTER

LORETO CONVENT GRAMMAR SCHOOL... Scale 2 Posts and above

CITY OF CONVENTRY

EDUCATION COMMITTEE... Scale 2 Posts and above

DEVON

ESSEX... Scale 2 Posts and above

GLoucestershire

EDUCATION COMMITTEE... Scale 2 Posts and above

KENT

COUNTY COUNCIL... Scale 2 Posts and above

MID GLAMORGAN

EDUCATION COMMITTEE... Scale 2 Posts and above

DERBYSHIRE

EDUCATION COMMITTEE... Scale 2 Posts and above

LONDON

KING'S COLLEGE SCHOOL... Scale 2 Posts and above

WALSALL

METROPOLITAN BOROUGH EDUCATION COMMITTEE... Scale 2 Posts and above

CHESTER

LORETO CONVENT GRAMMAR SCHOOL... Scale 2 Posts and above

CITY OF CONVENTRY

EDUCATION COMMITTEE... Scale 2 Posts and above

DEVON

ESSEX... Scale 2 Posts and above

GLoucestershire

EDUCATION COMMITTEE... Scale 2 Posts and above

WARWICKSHIRE

RUGBY HIGH SCHOOL... Scale 2 Posts and above

BOLTON

SCHOOL... Scale 2 Posts and above

MID GLAMORGAN

EDUCATION COMMITTEE... Scale 2 Posts and above

DERBYSHIRE

EDUCATION COMMITTEE... Scale 2 Posts and above

LONDON

KING'S COLLEGE SCHOOL... Scale 2 Posts and above

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METROPOLITAN BOROUGH EDUCATION COMMITTEE... Scale 2 Posts and above

CHESTER

LORETO CONVENT GRAMMAR SCHOOL... Scale 2 Posts and above

CITY OF CONVENTRY

EDUCATION COMMITTEE... Scale 2 Posts and above

DEVON

ESSEX... Scale 2 Posts and above

GUILDFORD

GUILDFORD HIGH SCHOOL... Scale 2 Posts and above

HAVINGER

LONDON BOROUGH OF... Scale 2 Posts and above

HERTFORDSHIRE

COUNTY COUNCIL... Scale 2 Posts and above

KENT

COUNTY COUNCIL... Scale 2 Posts and above

CARDIFF

SOUTH GLAMORGAN... Scale 2 Posts and above

CHESTER

LORETO CONVENT GRAMMAR SCHOOL... Scale 2 Posts and above

CITY OF CONVENTRY

EDUCATION COMMITTEE... Scale 2 Posts and above

DEVON

ESSEX... Scale 2 Posts and above

GLoucestershire

EDUCATION COMMITTEE... Scale 2 Posts and above

Music

WALTHAM FOREST... Scale 2 Posts and above

DERBYSHIRE

EDUCATION COMMITTEE... Scale 2 Posts and above

GLoucestershire

EDUCATION COMMITTEE... Scale 2 Posts and above

STAFFORDSHIRE

EDUCATION COMMITTEE... Scale 2 Posts and above

DEVON

ESSEX... Scale 2 Posts and above

HAMPSHIRE

SCHOOL... Scale 2 Posts and above

HILLINGDON

BOROUGH OF... Scale 2 Posts and above

WOLVERHAMPTON

EDUCATION COMMITTEE... Scale 2 Posts and above

WALSALL

METROPOLITAN BOROUGH EDUCATION COMMITTEE... Scale 2 Posts and above

MUSIC

WALTHAM FOREST... Scale 2 Posts and above

DERBYSHIRE

EDUCATION COMMITTEE... Scale 2 Posts and above

GLoucestershire

EDUCATION COMMITTEE... Scale 2 Posts and above

STAFFORDSHIRE

EDUCATION COMMITTEE... Scale 2 Posts and above

DEVON

ESSEX... Scale 2 Posts and above

HAMPSHIRE

SCHOOL... Scale 2 Posts and above

HILLINGDON

BOROUGH OF... Scale 2 Posts and above

WOLVERHAMPTON

EDUCATION COMMITTEE... Scale 2 Posts and above

WALSALL

METROPOLITAN BOROUGH EDUCATION COMMITTEE... Scale 2 Posts and above

SECONDARY PASTORAL

WALTHAM FOREST... Scale 2 Posts and above

DERBYSHIRE

EDUCATION COMMITTEE... Scale 2 Posts and above

GLoucestershire

EDUCATION COMMITTEE... Scale 2 Posts and above

STAFFORDSHIRE

EDUCATION COMMITTEE... Scale 2 Posts and above

DEVON

ESSEX... Scale 2 Posts and above

HAMPSHIRE

SCHOOL... Scale 2 Posts and above

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WOLVERHAMPTON

EDUCATION COMMITTEE... Scale 2 Posts and above

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METROPOLITAN BOROUGH EDUCATION COMMITTEE... Scale 2 Posts and above

SHROPSHIRE

EDUCATION COMMITTEE... Scale 2 Posts and above

EAST SUSSEX

COUNTY COUNCIL... Scale 2 Posts and above

BARNET

LONDON BOROUGH OF... Scale 2 Posts and above

HAMPSHIRE

SCHOOL... Scale 2 Posts and above

HILLINGDON

BOROUGH OF... Scale 2 Posts and above

WOLVERHAMPTON

EDUCATION COMMITTEE... Scale 2 Posts and above

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METROPOLITAN BOROUGH EDUCATION COMMITTEE... Scale 2 Posts and above

WILTSHIRE

EDUCATION COMMITTEE... Scale 2 Posts and above

WALSALL

METROPOLITAN BOROUGH EDUCATION COMMITTEE... Scale 2 Posts and above

U.S.A.

SPORTS TEACHING IN US... Scale 2 Posts and above

RELIGIOUS EDUCATION

DOBBET... Scale 2 Posts and above

HAMPSHIRE

MILLBROOK COMMUNITY... Scale 2 Posts and above

BARNET

LONDON BOROUGH OF... Scale 2 Posts and above

HAMPSHIRE

SCHOOL... Scale 2 Posts and above

HILLINGDON

BOROUGH OF... Scale 2 Posts and above

WOLVERHAMPTON

EDUCATION COMMITTEE... Scale 2 Posts and above

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METROPOLITAN BOROUGH EDUCATION COMMITTEE... Scale 2 Posts and above

WILTSHIRE

EDUCATION COMMITTEE... Scale 2 Posts and above

ESSEX

THE BRAMSTON SCHOOL... Scale 2 Posts and above

DEVON

ESSEX... Scale 2 Posts and above

GLoucestershire

EDUCATION COMMITTEE... Scale 2 Posts and above

RELIGIOUS EDUCATION

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MILLBROOK COMMUNITY... Scale 2 Posts and above

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SCHOOL... Scale 2 Posts and above

HILLINGDON

BOROUGH OF... Scale 2 Posts and above

WOLVERHAMPTON

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BOROUGH OF... Scale 2 Posts and above

WOLVERHAMPTON

EDUCATION COMMITTEE... Scale 2 Posts and above

CALDERDALE

METROPOLITAN BOROUGH... Scale 2 Posts and above

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ESSEX... Scale 2 Posts and above

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RELIGIOUS EDUCATION

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BARNET

LONDON BOROUGH OF... Scale 2 Posts and above

HAMPSHIRE

SCHOOL... Scale 2 Posts and above

HILLINGDON

BOROUGH OF... Scale 2 Posts and above

WOLVERHAMPTON

EDUCATION COMMITTEE... Scale 2 Posts and above



Lancashire County Council recruitment notice for various posts including Secondary Schools, Two Posts, and Scale 4 - Director of Post-18 Studies.



Somerset recruitment notice for various posts including Applications Invited from suitably qualified and experienced teachers, Further Education, and College posts.

SECONDARY SCIENCE

continued
HARROW
EDUCATION COMMITTEE
MOUNTVIEW HIGH SCHOOL
Head Teacher: Mrs. E. Thomas

HAVERING
EDUCATION COMMITTEE
HAYWARD PARK SCHOOL
Head Teacher: Mrs. E. Thomas

HUMBERSIDE
EDUCATION COMMITTEE
SCARBOROUGH DIVISION
COMPREHENSIVE SCHOOL
Head Teacher: Mrs. E. Thomas

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WILKINSON STOCK RC
Head Teacher: Mrs. E. Thomas

KELMSCOTT
High School
A brand new, purpose built 11-14 mixed comprehensive High School opening January 1983.

Required for September 1982:
1. Head of Science Scale 11
2. Head of Mathematics Scale 11

NEWHAM
LONDON BOROUGH OF
NEWHAM
BARBAR BONNELL SCHOOL
Head Teacher: Mrs. E. Thomas

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
FRANK F. HARRISON
Head Teacher: Mrs. E. Thomas

CAMBRIDGESHIRE
EDUCATION COMMITTEE
BATHOLME SCHOOL
Head Teacher: Mrs. E. Thomas

CROYDON
LONDON BOROUGH OF
CROYDON
ECCLESBOURNE GIRLS'
Head Teacher: Mrs. E. Thomas

DEVON
Please see displayed advertisement on page 57 (337)

HILLINGDON
LONDON BOROUGH OF
BISHOPSHALF SCHOOL
Head Teacher: Mrs. E. Thomas

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
WALSLEY PARK SCHOOL
Head Teacher: Mrs. E. Thomas



DYFED
EDUCATION AUTHORITY
DEWLEIGH HIGH SCHOOL
Head Teacher: Mrs. E. Thomas

EALING
LONDON BOROUGH OF
EDUCATION SERVICE
MILFORD HIGH SCHOOL
Head Teacher: Mrs. E. Thomas

ESSEX
CARTLE VIEW SCHOOL
Head Teacher: Mrs. E. Thomas

HAMPSHIRE
FENBOROUGH (SIXTH FORM)
Head Teacher: Mrs. E. Thomas

HAMPSHIRE
YATLEY SCHOOL
Head Teacher: Mrs. E. Thomas

HILLINGDON
LONDON BOROUGH OF
BISHOPSHALF SCHOOL
Head Teacher: Mrs. E. Thomas

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
WALSLEY PARK SCHOOL
Head Teacher: Mrs. E. Thomas

SURREY
SURREY HEIGHTS
Head Teacher: Mrs. E. Thomas

KIRKLEES
METROPOLITAN COUNCIL
BIRKDALE HIGH SCHOOL
Head Teacher: Mrs. E. Thomas

LEICESTERSHIRE
GARTREE HIGH SCHOOL
Head Teacher: Mrs. E. Thomas

LONDON
Applications are invited from teachers of PHYSICS and CHEMISTRY for a post available from September 1982 in a new school which opened in 1980.

SANDWELL
METROPOLITAN
WODENBOROUGH HIGH SCHOOL
Head Teacher: Mrs. E. Thomas

ST HELENS
EDUCATION COMMITTEE
RAINFORD HIGH SCHOOL
Head Teacher: Mrs. E. Thomas

ST HELENS
EDUCATION COMMITTEE
RAINFORD HIGH SCHOOL
Head Teacher: Mrs. E. Thomas

STAFFORDSHIRE
EDUCATION COMMITTEE
THE RILEY, WALTON ON THE HILL
Head Teacher: Mrs. E. Thomas

SUFFOLK
SUFFOLK UPPER SCHOOL
Head Teacher: Mrs. E. Thomas

SUNDERLAND
METROPOLITAN COUNCIL
BIRKDALE HIGH SCHOOL
Head Teacher: Mrs. E. Thomas

SURREY
ROYAL GRAMMAR SCHOOL
Head Teacher: Mrs. E. Thomas

SURREY
MATTHEW ANGLIN
COUNTY SECONDARY
Head Teacher: Mrs. E. Thomas

WEST SUSSEX
DOWNLANDS SCHOOL
Head Teacher: Mrs. E. Thomas

WEST SUSSEX
FIELD SCHOOL
Head Teacher: Mrs. E. Thomas

LINCOLNSHIRE
KING RICHARD VII
Head Teacher: Mrs. E. Thomas

SURREY
SURREY HEIGHTS
Head Teacher: Mrs. E. Thomas

SURREY
SURREY HEIGHTS
Head Teacher: Mrs. E. Thomas

Speech and Drama
Scale 2 Posts and above
ENNEK
WRENTON COUNTY HIGH SCHOOL
Head Teacher: Mrs. E. Thomas

Technical Studies
Huntswood School
Head Teacher: Mrs. E. Thomas

EAST SUSSEX
LIMINGTON HIGH SCHOOL
Head Teacher: Mrs. E. Thomas

PETERBOROUGH
THE KING'S SCHOOL
Head Teacher: Mrs. E. Thomas

AVON COUNTY
HIL BERNARD LOVELL
Head Teacher: Mrs. E. Thomas

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AVON COUNTY
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AVON COUNTY
HIL BERNARD LOVELL
Head Teacher: Mrs. E. Thomas

Scale 2 Posts and above
ENNEK
WRENTON COUNTY HIGH SCHOOL
Head Teacher: Mrs. E. Thomas

Scale 1 Posts
CAMBRIDGESHIRE
HUNTINGDON SCHOOL
Head Teacher: Mrs. E. Thomas

Public High School for Girls
Coburg Street, Plymouth, PL1 1SX
Head Teacher: Mrs. E. Thomas

Tavistock School
Crownclade Road, Tavistock, Devon, PL19 8DD.
Head Teacher: Mrs. E. Thomas

Paignton School
Waterleaf Road, Paignton, (R01 1556)
Head Teacher: Mrs. E. Thomas

Scale 2 Posts and above
HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
Head Teacher: Mrs. E. Thomas

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Scale 2 Posts and above
HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
Head Teacher: Mrs. E. Thomas

Application forms for the following appointments, except for Headships and where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. Application forms for Headships should be obtained from and returned to the appropriate Area Education Officer. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

Scale 1 Posts
Senior Teacher - Pastoral/Careers
Required September 1982 to take responsibility for educational and vocational guidance throughout the school with a specific 16-19 contribution as Director of Sixth Form. A new post and an outstanding career opportunity for a gifted professional. Closing date 12th February 1982.

Public High School for Girls
Coburg Street, Plymouth, PL1 1SX
Scale 1 - Biology (Re-advertisement)
Required April 1982 to 'O' and 'A' Level. Ability to assist with integrated Science constitutes an advantage. Closing date 10th February 1982.

Tavistock School
Crownclade Road, Tavistock, Devon, PL19 8DD. (R01 1425 including 230 in Sixth Form)
Scale 1 (3 Posts)
Required September 1982.
1. French and German - to teach either language to 'A' Level.
2. Mathematics - to teach across the ability range and up to 'A' Level. There is opportunity to assist with Further Maths for a suitable candidate.
3. Chemistry - Graduates to share teaching up to and including 'A' Level together with some Combined Science. Closing date 10th February 1982.

Paignton School
Waterleaf Road, Paignton, (R01 1556)
Scale 1 - Girls P.E.
Required 28th April 1982, mainly for 11-13 age pupils on Lower School site. Closing date 12th February 1982.

Scale 2 Posts and above
HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
Head Teacher: Mrs. E. Thomas

Scale 2 Posts and above
HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
Head Teacher: Mrs. E. Thomas

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EDUCATION COMMITTEE
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Paignton School
Waterleaf Road, Paignton, (R01 1556)
Scale 1 - Girls P.E.
Required 28th April 1982, mainly for 11-13 age pupils on Lower School site. Closing date 12th February 1982.

Scale 2 Posts and above
HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
Head Teacher: Mrs. E. Thomas

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Scale 1 Posts
Senior Teacher - Pastoral/Careers
Required September 1982 to take responsibility for educational and vocational guidance throughout the school with a specific 16-19 contribution as Director of Sixth Form. A new post and an outstanding career opportunity for a gifted professional. Closing date 12th February 1982.

Public High School for Girls
Coburg Street, Plymouth, PL1 1SX
Scale 1 - Biology (Re-advertisement)
Required April 1982 to 'O' and 'A' Level. Ability to assist with integrated Science constitutes an advantage. Closing date 10th February 1982.

Tavistock School
Crownclade Road, Tavistock, Devon, PL19 8DD. (R01 1425 including 230 in Sixth Form)
Scale 1 (3 Posts)
Required September 1982.
1. French and German - to teach either language to 'A' Level.
2. Mathematics - to teach across the ability range and up to 'A' Level. There is opportunity to assist with Further Maths for a suitable candidate.
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WOLVERHAMPTON BOROUGH COUNCIL
EDUCATION COMMITTEE
FIRST APPOINTMENTS TO SECONDARY SCHOOLS
A limited number of vacancies in the Authority's secondary schools may be available for September 1982 in particular specialist areas. Applications are therefore invited from final year students able to offer the following specialisms, namely Mathematics, Science, English, Modern Languages, History, Music, Geography and Humanities. Vacancies in other areas of the secondary school curriculum which may arise will be advertised in the normal way.

Application forms are available from Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton, WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE please.)



HIGH SCHOOLS

BROADFIELD (13-18)
Nelson Street, Rochdale
Tel. Rochdale 47184
Headteacher - Required May 1982
SECOND IN FACULTY SCALE 3
To be responsible for Maths. The Head of faculty has overall responsibility for the whole faculty. The second in faculty is assisted by 7.5 specialist teachers.

PART-TIME CHEMISTRY/MATHS

2 1/2 days per week. To teach Chemistry to 'O' level and Maths to CSE level. Application forms for the above posts available on receipt of a SAE from the Headteacher of the school and should be returned no later than 14th February 1982.

METALWORK

to CSE and GCE 'O' level standard at this 14-18 mixed school with over 600 on roll. Ability to assist with woodwork and/or technical drawing would be an advantage though not essential. A scale 2 post would be available for a candidate who could take responsibility for the subject within the Technical Studies Department.

SUTHERLAND HIGH (11-18)

Sutherland Road, Darvall, Heywood
Tel. Heywood 80468
SCALE 2 SECOND IN THE MATHS DEPARTMENT
Application forms available on receipt of SAE from the Headteacher to whom they should be returned by 14th February 1982.

SCALE 1 MUSIC

to teach whole age and ability range up to 'A' level. Please state second subject(s). Some French would be an advantage. Application forms available on receipt of SAE from the Headteacher at the school to whom they should be returned by 14th February 1982.

WARDLE HIGH (11-18)

Blrch Road, Wardle, Rochdale
Tel. Littleborough 73911
Readvertisement
SCALE 2 SECOND IN THE MATHS DEPARTMENT
Application forms available on receipt of SAE from the Headteacher to whom they should be returned by 14th February 1982.

ENGLISH LANGUAGE SUPPORT SERVICE

ENGLISH TEACHING CENTRE
Castlemers, Tweedale Street, Rochdale
Tel. Rochdale 47078
SECOND DEPUTY (SENIOR TEACHER SCALE)
The person appointed will have an administrative function with a responsibility for the development of Language teaching and the building up of Multi-cultural Resources for the 10-18 age group. He/she should have a sound knowledge of the theory underpinning current English as a second Language Practice together with substantial experience of working in UK Multi-cultural schools.

SECONDARY OTHER THAN BY SUBJECTS continued

Scale 1 Posts

AVON COUNTY OF AVON EDUCATION DEPARTMENT... Scale 1 Posts... Required September 1982...

NORFOLK

KING EDWARD VII HIGH SCHOOL... Scale 1 Posts... Required September 1982...

RICHMOND UPON THAMES EDUCATION COMMITTEE

APPOINTMENT OF PRINCIPAL (Group 7)

Applications are invited for the appointment of Principal of this Group 7 tertiary college... The College was established in 1977 as the first tertiary college in the Greater London area...

Somerset

YEovil COLLEGE, YEovil Applications are invited from graduates with professional training and successful experience in teaching... (I) DEAN OF SOCIAL STUDIES... (II) PRINCIPAL LECTURER...

Sixth Form and Tertiary Colleges

Heads of Department

HAMPSHIRE RICHARD TAUNTON COLLEGE... HERTFORDSHIRE HERTFORD COLLEGE... HERTFORD COLLEGE... HERTFORD COLLEGE...

Scale 1 Posts

ESSEX SOUTH EAST ESSEX SIXTH FORM COLLEGE... Scale 1 Posts... Required September 1982...

RICHMOND UPON THAMES EDUCATION COMMITTEE

Richmond upon Thames College (Tertiary)

APPOINTMENT OF PRINCIPAL (Group 7)

Applications are invited for the appointment of Principal of this Group 7 tertiary college... The College was established in 1977 as the first tertiary college in the Greater London area...

Scale 2 Posts and above

BEXLEY LONDON BOROUGH OF BEXLEY... Scale 2 Posts and above... Required September 1982...

BUCKINGHAMSHIRE

BUCKINGHAMSHIRE COUNTY COUNCIL... Scale 2 Posts and above... Required September 1982...

CORNWALL

CORNWALL COUNTY COUNCIL... Scale 2 Posts and above... Required September 1982...

KENT

KENT COUNTY COUNCIL... Scale 2 Posts and above... Required September 1982...

LONDON BOROUGH OF

LONDON BOROUGH OF... Scale 2 Posts and above... Required September 1982...

Scale 2 Posts and above

HUMBERSIDE HUMBERSIDE COUNTY COUNCIL... Scale 2 Posts and above... Required September 1982...

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LONDON BOROUGH OF... Scale 1 Posts... Required September 1982...

SPECIAL EDUCATION

DEVON Devon as employed advertisement on page 57 (5375) 180022

ENFIELD

ENFIELD LONDON BOROUGH OF ENFIELD... Special Education... Required September 1982...

GLOUCESTERSHIRE

GLOUCESTERSHIRE COUNTY COUNCIL... Special Education... Required September 1982...

HAMPSHIRE

HAMPSHIRE COUNTY COUNCIL... Special Education... Required September 1982...

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Other Asstasants

BEDFORD BEDFORD HIGH SCHOOL... Other Asstasants... Required September 1982...

By Subject Classification

By Subject Classification... Arts and Design... Heads of Department... Other Asstasants...

Other Asstasants

Other Asstasants... CAMBRIDGESHIRE... KENT... Other Asstasants...

APPOINTMENTS IN SCOTLAND BORDERS REGIONAL COUNCIL

Invite applications for the following EDUCATION SECONDARY SCHOOLS... ASSISTANT PRINCIPAL TEACHER OF MIDDIE... ASSISTANT PRINCIPAL TEACHER OF DUNDEE... ASSISTANT PRINCIPAL TEACHER OF MIDDIE... ASSISTANT PRINCIPAL TEACHER OF DUNDEE...

PERTSHIRE GRAMPION

PERTSHIRE MORRISON'S ACADEMY... GRAMPION ABERDEEN TECHNICAL COLLEGE... Applications are invited for the following: LECTURER IN... ASSISTANT PRINCIPAL TEACHER OF MIDDIE... ASSISTANT PRINCIPAL TEACHER OF DUNDEE...

ST. LEONARDS SCHOOL

ST. LEONARDS SCHOOL... Applications are invited for the following: ASSISTANT PRINCIPAL TEACHER OF MIDDIE... ASSISTANT PRINCIPAL TEACHER OF DUNDEE... ASSISTANT PRINCIPAL TEACHER OF MIDDIE... ASSISTANT PRINCIPAL TEACHER OF DUNDEE...

METROPOLITAN BOROUGH OF STOCKPORT SPECIAL TEACHER

Scale 2 (S) (Ref: 1823) Tazal Lodge (Residential School) Whaley Bridge, via Stockport SK12 7DK... Special Education... Required September 1982...

TEACHER

Scale 1 + SSA (Ref: 1824) Thornfield School, Maudslayi Road, Haslemere, Stockport SK4 3HB... Teaching... Required September 1982...

TEACHER

Scale 1 + SSA (Ref: 1822) Woodlands School, Curzon Road, Stockport SK2 5DG... Teaching... Required September 1982...

TEACHER

Scale 1 + SSA (Ref: 1823) Woodlands School, Curzon Road, Stockport SK2 5DG... Teaching... Required September 1982...

TEACHER

Scale 1 + SSA (Ref: 1824) Thornfield School, Maudslayi Road, Haslemere, Stockport SK4 3HB... Teaching... Required September 1982...

TEACHER

Scale 1 + SSA (Ref: 1822) Woodlands School, Curzon Road, Stockport SK2 5DG... Teaching... Required September 1982...

SURREY COUNTY COUNCIL EDUCATION COMMITTEE MARGARET BARCLAY RESIDENTIAL SCHOOL Moberley Hall, Moberley, Knutsford, Cheshire. Tel: 802 2121 Resident Deputy Head Teacher Group 4 (5) DEPUTY HEADSHIP STARHURST SCHOOL Dorking

LINCOLNSHIRE Broughton House School, an independent residential school for maladjusted boys which forms part of the Hesley Group of Schools, requires for Easter 1982 or as soon as possible, a General Subjects Teacher, Salary Scale 1, plus Special Schools Allowance.

BIRMINGHAM HANDWORKS GREAT BRITAIN HANDWORKS... BIRMINGHAM HANDWORKS... BIRMINGHAM HANDWORKS... BIRMINGHAM HANDWORKS... BIRMINGHAM HANDWORKS...

OVERSEAS

continued
CYPRUS
TEACH IN CYPRUS
AND THE MIDDLE EAST

For details of how to contact...
DENMARK
COPENHAGEN
INTERNATIONAL SCHOOLS

Seeking administrative officer...
KUWAIT
NEW ENGLISH SCHOOL

Qualified teacher required...
EGYPT
TEACHERS REQUIRED

For International House...
HONG KONG
TEACHERS WANTED

AN INTERNATIONAL SCHOOL...
SPAIN
TEACHERS OF SCIENCE

Post in becoming vacant...
SWITZERLAND
WORLD COUNCIL OF CHURCHES

ENGLISH TRANSLATOR...
MINISTRY OF DEFENCE
Service Children's Education Authority

Middle and Secondary Schools - West Germany

Applications are invited from qualified Middle and Secondary Teachers...

Teaching of Music
Two vacancies have arisen for teachers of music in Service Children's Schools...

PRINCE RUPERT SCHOOL, RINTELN
(Secondary Comprehensive Group 10) Scale 1

Teacher of Music and Integrated Studies. The person appointed would be expected to teach approximately 50% of his/her timetable...

DERBY SCHOOL, OSNABRUCK
(Middle Group 7) Scale 2 Music Adviser

A suitably qualified and experienced teacher is required who is capable of leading and directing the teaching of the subject within this Middle School...

WEST GERMANY
English Language Institute in Bavaria

EPF three vacancies Greece/Turkey

Completed application forms should be returned by Wednesday 10 February 1982...

Education Department Careers Officer
Salary: AP4 £6,984 - £7,620

Salary: AP4 £6,984 - £7,620 Inclusive plus Casual User Car Allowance.

We are seeking a qualified and, preferably, experienced Careers Officer to undertake the full range of guidance interviews...

STAFFORDSHIRE EDUCATION COMMITTEE
BURTON UPON TRENT TECHNICAL COLLEGE

Applications are invited for the post of Vice Principal which is now vacant.

Salary: Burnham Further Education Scale Group 5 £15,735

Application forms and further particulars are available from the Principal's Office...

Waltham Forest

JAPAN

Wanted an experienced teacher for International School...

KENYA
NAIROBI
Independent Mixed Day and Evening School...

NEW ENGLISH SCHOOL
Qualified teacher required for infant department...

SAUDI ARABIA
Qualified teachers of technical subjects...

SINGAPORE
LANGKUN TRUST LIMITED
Attention is invited from qualified teachers...

AVON
COUNTY OF AVON EDUCATION DEPARTMENT
MUSIC TEACHER

RE-ADVERTISEMENT
Applications are invited for the post of SECRETARY DESIGNATE to the Yorkshire & Humberside Regional Examinations Board...

WARWICKSHIRE COUNTY COUNCIL
PRINCIPAL EDUCATION
A suitably qualified and experienced person is required for this post...

ANCILLARY SERVICES
BUCKINGHAMSHIRE
WYCOMBE ABBEY SCHOOL
High Wycombe Bucks

S.E. LONDON
CENTRE DIRECTOR
The Director is required to administer and develop the Centre's programme...

ISLE OF WIGHT
UPPER CHINE SCHOOL
RESIDENT DOMESTIC BUREAU

MID GLAMORGAN COUNTY COUNCIL
TEACHING STAFF
INTELLIGENCE UNIT

BUCKINGHAMSHIRE
OUTDOOR INSTRUCTION
Full details from the District Council...

COCKLE ARTS WORKSHOP (ILEA)

LONDON
NATIONAL COUNCIL ON DRAMAS
For unpublished, full-length large cast musicals...

MID GLAMORGAN COUNTY COUNCIL
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MOSCOW

U.S.S.R. ANGLICAN AMERICAN SCHOOL OF MOSCOW
Attention is invited from qualified teachers...

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